New Nouveau
Brunswick
CANADA

REPORT CARD 2005

Anglophone School Districts

Department of Education

Assessment and Evaluation Branch

New Brunswick

New Brunswick Anglophone School Districts (2005)

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REPORT CARD 2005
EXECUTIVE SUMMARY

Report Card is an annual review of student achievement in New Brunswick's Anglophone school districts as measured by results on provincial assessments. The data contained in this document indicate what students at various grade levels know and are able to do. Report Card 2005 helps fulfill the Department of Education's continuing commitment to keep the public well informed about important aspects of the education system.

It is helpful to keep in mind that the school assessments described in Report Card 2005 serve different purposes:

- The Provincial Literacy Assessment at Grade 2, which is part of the Department of Education's early literacy initiative as articulated in the Quality Learning Agenda, looks at how well students read and write after three years of schooling. The Provincial Mathematics Assessment at Grade 5 focuses on student attainment of the prescribed mathematics curriculum. These assessments yield results for individual students as well as comprehensive school-level diagnostic information.

- The Middle Level Mathematics Assessment focuses on student achievement in mathematics by the end of grade 8. While these assessments yield results for individual students, they also provide comprehensive school-level diagnostic information.

- The grade 12 French Second Language (FSL) Oral Proficiency Evaluation provides students with individual results which indicate the degree to which they can use the language effectively and appropriately in real-life situations.

- Students at the Concord Colleges of Sino-Canada in Beijing and Shenzhen, China follow a combination of New Brunswick and Chinese curricula. Students are eligible to earn a New Brunswick high school diploma provided they obtain their Chinese diploma and demonstrate an acceptable level of performance on a compulsory assessment of English as a second language.

How Our Students Achieved Overall

ELEMENTARY LEVEL ASSESSMENTS	2004-2005	2003-2004
Grade 2: Percent of students meeting provincial standards		
English Reading	65	59
French Immersion Reading	68	63
Overall	66	60
Grade 2: Percent of students meeting provincial standards		
English Writing	52	42
French Immersion Writing	65	44
Overall	55	43
Grade 5: Percent of students meeting provincial standards		
Mathematics	67	67

MIDDLE LEVEL ASSESSMENT	2004-2005	2003-2004
Grade 8: Percent of students meeting provincial standards		
Mathematics	61	61

SENIOR HIGH SCHOOL ASSESSMENT*	2004-2005	2003-2004
Grade 12 French Second Language Oral Proficiency:		
Core French students, Percent at Basic Plus or higher	76	66
Late Immersion students, Percent at Intermediate or higher	96	97
Early Immersion students, Percent at Intermediate Plus or higher	83	81

* The English Language Proficiency Assessment was moved from grade 8 to grade 9. Since grade 9 students had already written the assessment in grade 8, there are no English Language Proficiency Assessment results for this school year.

REPORT CARD 2005
THE NATURE OF THE ASSESSMENT PROGRAMS

Results of assessments are shown for all schools. These data describe the skills and knowledge that students demonstrate on provincial assessments. It is important to keep in mind that no single assessment, administered at a single point in time, can offer a comprehensive view of a student's strengths and weaknesses. The amount of time allocated to testing precludes obtaining fine-level information about any individual student. Provincial assessments are not intended to be used for program evaluation; nor will they provide prescriptive diagnostic information about students' instructional needs. These assessments best function as a reasonable and cost effective gauge of an individual student's or a school's overall achievement and as a broad indicator of the educational system's general health.

It is also helpful to remember that the school assessments described in Report Card 2005 serve different purposes:

- The Provincial Literacy Assessment at Grade 2 focuses on student attainment of the provincial standards in reading and writing. The Provincial Assessment at Grade 5 looks at mathematics. While these assessments yield results for individual students, they also provide comprehensive school-level diagnostic information.

- The Middle Level Mathematics Assessment focuses on student achievement in mathematics at the end of grade 8. It yields diagnostic information on an individual basis as well as school-level information.

- The Grade 12 French Second Language Oral Proficiency Evaluation provides students with individual results which indicate the degree to which they can use the language effectively and appropriately in real-life situations.

The English as a Second Language Proficiency Assessment for high school students in China assesses the English language skills of Chinese students. Students at the Concord Colleges of Sino-Canada in Beijing and Shenzhen, China follow the New Brunswick curriculum and are eligible to earn a New Brunswick high school diploma providing they demonstrate an acceptable level of performance on a compulsory assessment of English as a second language. The Evaluation Branch has developed and validated measures of reading, writing, listening and speaking for that purpose. Students who are unsuccessful on their first attempt can repeat the assessment the next year.

Reporting Assessments Results

Because provincial assessments serve different purposes, they are reported in ways designed to support those purposes.

The results for the Provincial Literacy Assessment at Grade 2 show the percentages of students who meet the appropriate and strong performance standards set by the province for reading and writing at the end of grade two.

Results for the Provincial Mathematics Assessment at Grade 5 and the Middle Level Mathematics Assessment are reported in terms of percentages of items answered correctly. The mathematics assessments also show the percentages of students meeting the appropriate and strong performance levels set by the province.

Students who meet provincial performance standards have demonstrated the appropriate skills, knowledge and abilities at a particular point in their schooling.

Assessment results assist teachers, administrators and policy-makers in identifying students' weaknesses in order to foster improvement.

Technical Information

Report Card 2005 shows the reliability coefficients and participation rates for provincial assessments (see Appendix A). The average student participation rate remains above 95% on provincial assessments.

PRINCIPLES GUIDING THE WORK OF THE EVALUATION BRANCH*

Regardless of the method or frequency of delivery, the following key principles guide the Branch's work in developing assessments and examinations, so as to ensure that high expectations for student learning in New Brunswick are established and reflected in the assessments.

1. All written material (bulletins, assessments, results, reports, correspondence) developed by the Evaluation Branch must stand up to scrutiny.

This implies that considerable effort must be expended to ensure that quality control is maintained, i.e., editorial consistency, accuracy, and appropriateness to the purpose of the communication.

Infrastructure

- Assessments must be delivered in a systematic way.
- Assessments must be cost effective.
- Assessments are developed and processed in a healthy work environment, where adequate and appropriate human and physical resources and time are provided.

2. Assessments must be seen to be valid instruments by students, teachers, school jurisdiction personnel and the Department of Education.

This implies that item development, field testing, criteria development and expectation setting involve teachers from different parts of the province to ensure that decisions are not based on one individual's or one jurisdiction's interpretation of the programs of study.

Quality of Content

- Provincial assessments are an integral part of improving student learning and must be aligned with curriculum outcomes.
- Assessments must measure learning as accurately as possible. Evaluation of written work is an important source of information about student achievement.

Technical Quality

- Assessments produced by the Evaluation Branch must be of high technical quality and incorporate best psychometric processes.
- Reliability of assessments requires careful attention to the selection of test items.
- Reporting must be precise and must contribute to the improvement of instruction and public accountability; this refers to both aggregate and individual results.

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* Based on a model from Alberta Learning

3. **To reassure students, the profession, and the public at large, the Evaluation Branch must communicate openly during assessment development.**

Teacher Involvement

- Teacher support for the programs must be maintained through ongoing teacher input and involvement in all phases of the process, including development, technical review, validation, and scoring.

Fairness/Consistency

- Fairness and consistency of standards for all students must be maintained; this includes requiring evidence of course completion before final results can be determined.
- Public acceptance of the programs must be maintained through transparent processes including external reviews.

Validity

- Security of examination/test administrations must be maintained to ensure validity and reliability of the results.
- Quality and currency are maintained through release of test items, scoring rubrics and external advisors' reports to the field.

Accessibility

- Student accessibility to examinations/tests must be maintained through the provision of French translations and special formats and accommodations.
- Assessments, both in their format and administration, should incorporate the style and the tools that are typically used in the particular discipline, including calculators, dictionaries, thesauruses, and formula sheets.

These requirements should be seen as the criteria or screen through which all work is evaluated.

SOME QUESTIONS AND ANSWERS

Q. What is Report Card?

A. Report Card is an annual report that gives New Brunswickers a summary of student achievement in Anglophone school districts as measured by our student assessment programs. This is the eleventh year that Report Card has been issued. Although a similar document is produced for Francophone school districts, it is important to note that the test results shown in the two documents are not directly comparable, since both curriculum and evaluation methods differ between sectors. Report Card includes results of provincial assessments by district and by school, and helps us ensure that our education system is accountable by informing the public about the testing program.

Q. Are there any limitations I should keep in mind when interpreting results?

A. Test scores fluctuate; it is important to watch for improvement over time. It should be remembered that provincial test scores are just one of many elements to be considered in judging a district's, a school's or a student's overall success.

Q. What was tested?

A. At the elementary level, grade 2 students were assessed in reading and writing; grade 5 students were assessed in mathematics. At the middle level, mathematical skills were assessed. At the high school level, French oral proficiency was assessed for those students enrolled in a grade 12 French course or a subject course taught in French. Chinese high school students were tested for English language skills.

Q. Who was tested?

A. The entire student population was tested at given grades. Students with special needs, which justified their non-participation, were exempted.

Q. What occurs as a result of provincial testing?

A. Provincial and district follow-up strategies are developed to improve achievement, particularly in literacy and numeracy. In addition, the results of provincial assessments are used by individual schools in the development of their School Improvement Plans.

Q. Where can I get more information?

A. For more information, contact your School District office or the Evaluation Branch of the Department of Education. If you wish to discuss your child's performance, please contact the school concerned.

ELEMENTARY LEVEL RESULTS

PROVINCIAL LITERACY ASSESSMENT AT GRADE 2

and

PROVINCIAL MATHEMATICS ASSESSMENT AT GRADE 5

Provincial Literacy Assessment at Grade 2

Background

The Provincial Literacy Assessment at Grade 2 was administered in June 2005. It comprised three components: reading comprehension, running records and writing. Part of the Department of Education's early literacy initiative as articulated in the Quality Learning Agenda, the assessment serves both as an indicator of individual student performance in reading and writing, and a broad system measure of literacy achievement after three years of schooling.

The reading comprehension component for students in the English program consisted of questions from nationally normed standardized achievement tests. For the French Immersion population, the reading comprehension test materials were prepared by practicing teachers and district/Department of Education personnel. To complete running records, teachers assessed how students processed print by listening to them read orally. The writing task involved students producing a single short piece of writing over approximately four sessions.

Findings

- Approximately 5700 students participated in the Provincial Literacy Assessment at Grade 2. The exemption rate was 3%.
- At the time of the assessment, 4166 grade 2 students were enrolled in the English program and 1540 in the French Immersion program.
- Results for English reading comprehension showed that 65% of students met the provincial reading standard for grade 2, including 16% who demonstrated strong performance. In French Immersion reading comprehension, 68% of the students met the standard, with 17% at the strong level.
- From the reading record analyses, 74% of students in the English program were reading at or above grade level while it was 75% for French Immersion students.
- Students fared less well in writing; 52% of those in the English program met the provincial standard; results showed that 65% of French Immersion students met the standard.
- Girls outperformed boys in reading comprehension: 71% of females met the standard in the English program, compared to 60% of males; the percentages were 71% and 65% respectively for French Immersion.
- For both programs, results in writing were a little better for girls than boys. Fifty-nine percent of females met the writing standard in the English program as compared to 45% for boys, and 70% of girls in the French Immersion program met the standard as compared to 59% for boys.

Provincial Literacy Assessment at Grade Two 2004-2005

The chart below shows the percentages of students meeting provincial standards. For example, at Arnold H. McLeod School, 26 students in the English program participated in the Literacy Assessment; 39% of these students met the provincial reading standard, while 23% met the writing standard. Thirty-four French Immersion students were involved, with 56% reaching the standard in reading and 65% in writing. Overall, 60 students completed the assessment and the percent of students meeting the reading and writing standards was 48 and 47 respectively.

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
ARNOLD H. MCLEOD			
English	26	39	23
Immersion	34	56	65
Overall	60	48	47
BEAVERBROOK			
English	15	27	20
Immersion	4	--	75
Overall	19	21	32
BESSBOROUGH			
English	16	81	81
Immersion	45	87	60
Overall	61	85	66
BIRCHMOUNT			
English	29	35	55
Immersion	24	71	63
Overall	53	51	59
CLAUDE D. TAYLOR			
English	33	61	64
Immersion	45	76	64
Overall	78	69	64
DORCHESTER CONS			
English	8	38	25
Immersion	--	--	--
Overall	8	38	25
EDITH CAVELL			
English	16	69	88
Immersion	8	75	63
Overall	24	71	79
EVERGREEN PARK			
English	42	48	48
Immersion	63	59	46
Overall	105	54	47
FOREST GLEN			
English	28	64	57
Immersion	45	60	78
Overall	73	62	70
FRANK L. BOWSER			
English	22	73	55
Immersion	35	83	63
Overall	57	79	60
GUNNINGSVILLE			
English	22	50	41
Immersion	25	72	76
Overall	47	62	60

Provincial Literacy Assessment at Grade 2

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
HAVELOCK			
English	24	88	54
Immersion	0	--	--
Overall	24	88	54
HILLCREST			
English	16	56	69
Immersion	0	--	--
Overall	16	56	69
HILLSBOROUGH			
English	41	66	73
Immersion	0	--	--
Overall	41	66	73
LOU MACNARIN			
English	34	59	18
Immersion	23	100	74
Overall	57	75	40
LOWER COVERDALE			
English	6	83	50
Immersion	0	--	--
Overall	6	83	50
MAGNETIC HILL			
English	20	85	75
Immersion	23	78	61
Overall	43	81	67
MOUNTAIN VIEW			
English	13	62	62
Immersion	0	--	--
Overall	13	62	62
PETITCODIAC REG			
English	34	68	59
Immersion	0	--	--
Overall	34	68	59
PORT ELGIN REG			
English	25	72	76
Immersion	0	--	--
Overall	25	72	76
QUEEN ELIZABETH			
English	23	52	26
Immersion	22	82	68
Overall	45	67	47
RIVERSIDE CONS			
English	6	50	67
Immersion	0	--	--
Overall	6	50	67
SALEM			
English	35	29	31
Immersion	40	73	65
Overall	75	52	49

Provincial Literacy Assessment at Grade 2

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
SALISBURY ELEM			
English	39	54	26
Immersion	29	83	59
Overall	68	66	40
SHEDIAC CAPE			
English	7	86	86
Immersion	22	32	32
Overall	29	45	45
UPLANDS			
English	13	54	31
Immersion	0	--	--
Overall	13	54	31
WEST RIVERVIEW			
English	31	90	74
Immersion	33	97	88
Overall	64	94	81
DISTRICT 02			
English	**624**	**60**	**51**
Immersion	**520**	**73**	**64**
Overall	**1144**	**65**	**57**
APOHAQUI			
English	21	62	52
Immersion	0	--	--
Overall	21	62	52
BELLEISLE ELEM			
English	34	71	44
Immersion	0	--	--
Overall	34	71	44
DR. A T. LEATHERBARROW			
English	52	83	67
Immersion	0	--	--
Overall	52	83	67
FAIRVALE			
English	68	87	78
Immersion	35	54	54
Overall	103	76	70
HAMMOND RIVER VALLEY			
English	24	88	75
Immersion	0	--	--
Overall	24	88	75
HAMPTON ELEM			
English	0	--	--
Immersion	30	60	60
Overall	30	60	60
KENNEBECASIS PARK			
English	26	65	58
Immersion	0	--	--
Overall	26	65	58

Provincial Literacy Assessment at Grade 2

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
LAKEFIELD			
English	42	81	74
Immersion	40	85	73
Overall	82	83	73
MACDONALD CONS			
English	26	85	62
Immersion	0	--	--
Overall	26	85	62
NORTON			
English	21	38	43
Immersion	0	--	--
Overall	21	38	43
QUISPAMSIS ELEM			
English	38	87	90
Immersion	29	79	86
Overall	67	84	88
ROTHESAY ELEM			
English	36	56	25
Immersion	39	72	90
Overall	75	64	59
SUSSEX CORNER			
English	46	72	52
Immersion	9	56	22
Overall	55	69	47
SUSSEX ELEM			
English	50	56	42
Immersion	29	86	90
Overall	79	67	60
DISTRICT 06			
English	**484**	**73**	**60**
Immersion	**211**	**72**	**73**
Overall	**695**	**73**	**64**
BAYVIEW			
English	33	52	52
Immersion	0	--	--
Overall	33	52	52
BROWN'S FLAT			
English	6	83	67
Immersion	0	--	--
Overall	6	83	67
CENTENNIAL			
English	45	47	38
Immersion	0	--	--
Overall	45	47	38

Provincial Literacy Assessment at Grade 2

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
CHAMPLAIN HEIGHTS			
English	53	77	68
Immersion	0	--	--
Overall	53	77	68
FOREST HILLS			
English	49	53	41
Immersion	31	55	90
Overall	80	54	60
FUNDY SHORES			
English	13	54	39
Immersion	0	--	--
Overall	13	54	39
GLEN FALLS			
English	39	51	67
Immersion	0	--	--
Overall	39	51	67
GRAND BAY PRIMARY			
English	41	78	51
Immersion	0	--	--
Overall	41	78	51
GRANDVIEW AVENUE			
English	18	61	56
Immersion	0	--	--
Overall	18	61	56
HAVELOCK			
English	21	100	57
Immersion	18	39	67
Overall	39	72	62
HAZEN WHITE-ST.FRAN			
English	22	32	27
Immersion	0	--	--
Overall	22	32	27
HOLY TRINITY			
English	11	73	36
Immersion	0	--	--
Overall	11	73	36
ISLAND VIEW			
English	48	88	92
Immersion	0	--	--
Overall	48	88	92
LAKEWOOD HEIGHTS			
English	46	89	74
Immersion	0	--	--
Overall	46	89	74
LOCH LOMOND			
English	49	80	51
Immersion	23	78	91
Overall	72	79	64

Provincial Literacy Assessment at Grade 2

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
M. GERALD TEED			
English	47	72	45
Immersion	0	--	--
Overall	47	72	45
MILLIDGEVILLE NORTH			
English	0	--	--
Immersion	57	53	37
Overall	57	53	37
MORNA HEIGHTS			
English	25	80	64
Immersion	0	--	--
Overall	25	80	64
PRINCE CHARLES			
English	23	30	30
Immersion	0	--	--
Overall	23	30	30
PRINCESS ELIZABETH			
English	23	65	52
Immersion	0	--	--
Overall	23	65	52
SEAWOOD			
English	19	84	79
Immersion	0	--	--
Overall	19	84	79
ST. JOHN THE BAPTIST			
English	30	40	23
Immersion	0	--	--
Overall	30	40	23
ST. MARTINS			
English	23	74	57
Immersion	0	--	--
Overall	23	74	57
ST. PATRICK'S			
English	35	57	46
Immersion	0	--	--
Overall	35	57	46
ST. ROSE			
English	58	64	52
Immersion	0	--	--
Overall	58	64	52
WESTFIELD			
English	30	57	40
Immersion	17	65	65
Overall	47	60	49
DISTRICT 08			
English	**807**	**66**	**53**
Immersion	**146**	**57**	**64**
Overall	**953**	**65**	**55**

Provincial Literacy Assessment at Grade 2

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
BACK BAY			
English	11	36	36
Immersion	0	--	--
Overall	11	36	36
BLACKS HARBOUR			
English	26	81	73
Immersion	0	--	--
Overall	26	81	73
CAMPOBELLO ISLAND			
English	16	81	69
Immersion	0	--	--
Overall	16	81	69
DEER ISLAND			
English	11	64	46
Immersion	0	--	--
Overall	11	64	46
GRAND MANAN			
English	31	45	45
Immersion	0	--	--
Overall	31	45	45
LAWRENCE STATION			
English	8	38	38
Immersion	0	--	--
Overall	8	38	38
MILLTOWN ELEM			
English	35	46	26
Immersion	0	--	--
Overall	35	46	26
PENNFIELD ELEM			
English	19	79	79
Immersion	0	--	--
Overall	19	79	79
ST. GEORGE ELEM			
English	44	43	25
Immersion	0	--	--
Overall	44	43	25
ST. STEPHEN ELEM			
English	83	57	45
Immersion	22	36	68
Overall	105	52	50
VINCENT MASSEY			
English	24	75	63
Immersion	0	--	--
Overall	24	75	63
WHITE HEAD			
English	4	75	25
Immersion	0	--	--
Overall	4	75	25

Provincial Literacy Assessment at Grade 2

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
DISTRICT 10			
English	**312**	**58**	**46**
Immersion	**22**	**36**	**68**
Overall	**334**	**56**	**48**
ANDOVER ELEM			
English	52	62	17
Immersion	23	57	48
Overall	75	60	27
AROOSTOOK ELEM			
English	9	78	56
Immersion	0	--	--
Overall	9	78	56
BATH ELEM			
English	34	65	35
Immersion	0	--	--
Overall	34	65	35
BRISTOL ELEM			
English	16	69	56
Immersion	0	--	--
Overall	16	69	56
CANTERBURY			
English	16	38	38
Immersion	0	--	--
Overall	16	38	38
CENTRAL CARLETON ELEM			
English	44	73	25
Immersion	0	--	--
Overall	44	73	25
CENTREVILLE			
English	22	50	50
Immersion	0	--	--
Overall	22	50	50
DEBEC			
English	13	46	23
Immersion	0	--	--
Overall	13	46	23
DONALD FRASER			
English	42	62	48
Immersion	0	--	--
Overall	42	62	48
FLORENCEVILLE ELEM			
English	39	46	31
Immersion	0	--	--
Overall	39	46	31
FLORENCEVILLE MIDDLE			
English	0	--	--
Immersion	20	70	50
Overall	20	70	50

Provincial Literacy Assessment at Grade 2

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
JOHN CALDWELL			
English	10	50	20
Immersion	26	77	50
Overall	36	69	42
JUNIPER			
English	4	25	50
Immersion	0	--	--
Overall	4	25	50
KESWICK VALLEY			
English	19	79	63
Immersion	0	--	--
Overall	19	79	63
MILLVILLE ELEM			
English	9	56	22
Immersion	0	--	--
Overall	9	56	22
NACKAWIC ELEM			
English	44	59	57
Immersion	0	--	--
Overall	44	59	57
NEW DENMARK			
English	2	0	0
Immersion	0	--	--
Overall	2	0	0
SAINT MARY'S			
English	8	88	38
Immersion	0	--	--
Overall	8	88	38
SOUTHERN CARLETON ELEM			
English	52	46	14
Immersion	16	38	56
Overall	68	44	24
WOODSTOCK CENTENNIAL			
English	51	78	73
Immersion	23	70	78
Overall	74	76	74
DISTRICT 14			
English	**486**	**61**	**39**
Immersion	**108**	**64**	**57**
Overall	**594**	**61**	**42**
BELLEDUNE			
English	3	100	67
Immersion	0	--	--
Overall	3	100	67
CORONATION PARK			
English	23	44	26
Immersion	0	--	--
Overall	23	44	26

Provincial Literacy Assessment at Grade 2

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
JACQUET RIVER			
English	29	55	72
Immersion	9	11	22
Overall	38	45	61
JANEVILLE			
English	14	79	79
Immersion	0	--	--
Overall	14	79	79
L. E. REINSBOROUGH			
English	26	50	35
Immersion	10	100	80
Overall	36	64	47
LORD BEAVERBROOK			
English	26	39	27
Immersion	33	46	49
Overall	59	42	39
MARY GOSNELL			
English	10	40	20
Immersion	13	62	31
Overall	23	52	26
PARKWOOD			
English	25	48	12
Immersion	25	72	84
Overall	50	60	48
SOUTH BATHURST			
English	0	--	--
Immersion	28	57	32
Overall	28	57	32
TIDE HEAD			
English	10	80	70
Immersion	0	--	--
Overall	10	80	70
DISTRICT 15			
English	**166**	**52**	**41**
Immersion	**118**	**58**	**51**
Overall	**284**	**55**	**45**
BLACKVILLE			
English	38	84	68
Immersion	0	--	--
Overall	38	84	68
CROFT			
English	24	63	63
Immersion	26	100	81
Overall	50	82	72
GRETNA GREEN			
English	32	94	81
Immersion	0	--	--
Overall	32	94	81

Provincial Literacy Assessment at Grade 2

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
HARCOURT			
English	4	75	75
Immersion	0	--	--
Overall	4	75	75
HARKINS ELEM			
English	43	61	47
Immersion	0	--	--
Overall	43	61	47
IAN BAILLIE PRIMARY			
English	23	57	52
Immersion	19	84	63
Overall	42	69	57
MILLERTON			
English	16	50	94
Immersion	0	--	--
Overall	16	50	94
MIRAMICHI RURAL			
English	12	75	50
Immersion	0	--	--
Overall	12	75	50
NAPAN			
English	12	92	67
Immersion	0	--	--
Overall	12	92	67
NELSON RURAL			
English	36	92	64
Immersion	0	--	--
Overall	36	92	64
NORTH & SOUTH ESK			
English	35	83	46
Immersion	0	--	--
Overall	35	83	46
REXTON ELEM			
English	64	66	47
Immersion	0	--	--
Overall	64	66	47
ST. ANDREWS ELEM			
English	33	73	49
Immersion	0	--	--
Overall	33	73	49
TABUSINTAC			
English	11	82	64
Immersion	0	--	--
Overall	11	82	64
DISTRICT 16			
English	**383**	**74**	**58**
Immersion	**45**	**93**	**73**
Overall	**428**	**76**	**60**

Provincial Literacy Assessment at Grade 2

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
ASSINIBOINE AVE			
English	37	62	41
Immersion	18	78	89
Overall	55	67	56
BURTON ELEM			
English	8	88	88
Immersion	0	--	--
Overall	8	88	88
CAMBRIDGE-NARROWS			
English	9	56	22
Immersion	0	--	--
Overall	9	56	22
CHIPMAN ELEM			
English	21	86	71
Immersion	0	--	--
Overall	21	86	71
COLES ISLAND			
English	5	60	100
Immersion	0	--	--
Overall	5	60	100
GAGETOWN			
English	15	47	80
Immersion	--	--	--
Overall	15	47	80
GEARY ELEM			
English	33	88	73
Immersion	0	--	--
Overall	33	88	73
GESNER ST			
English	33	67	46
Immersion	20	30	55
Overall	53	53	49
HUBBARD AVE			
English	29	62	52
Immersion	0	--	--
Overall	29	62	52
LOWER LINCOLN			
English	34	82	82
Immersion	0	--	--
Overall	34	82	82
MINTO ELEM-MID			
English	31	42	77
Immersion	14	86	79
Overall	45	56	78
SUMMERHILL ST			
English	27	70	37
Immersion	18	56	78
Overall	45	64	53

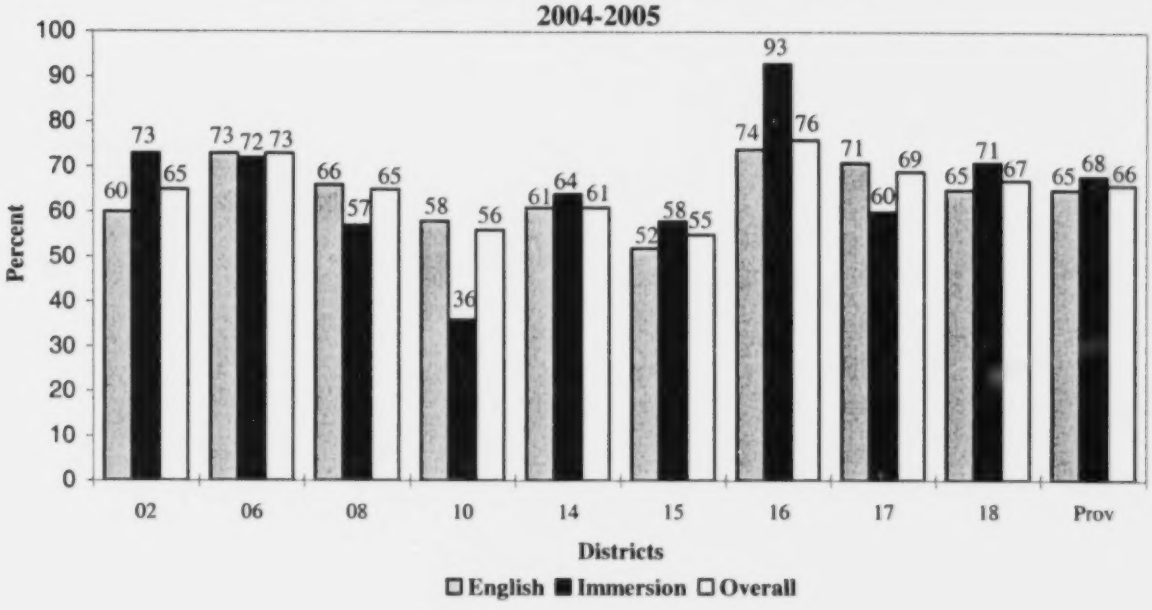
Provincial Literacy Assessment at Grade 2

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
SUNBURY WEST			
English	40	93	98
Immersion	0	--	--
Overall	40	93	98
DISTRICT 17			
English	**322**	**71**	**66**
Immersion	**70**	**60**	**74**
Overall	**392**	**69**	**67**
ALEXANDER GIBSON			
English	38	61	18
Immersion	28	36	71
Overall	66	50	41
BARKERS POINT			
English	40	43	25
Immersion	19	95	42
Overall	59	59	31
CONNAUGHT ST			
English	24	63	38
Immersion	21	91	57
Overall	45	76	47
DOAKTOWN PRIMARY			
English	21	62	48
Immersion	0	--	--
Overall	21	62	48
DOUGLAS			
English	12	75	83
Immersion	0	--	--
Overall	12	75	83
GARDEN CREEK			
English	25	76	64
Immersion	34	68	74
Overall	59	71	70
HARVEY ELEM			
English	18	39	11
Immersion	17	59	41
Overall	35	49	26
KESWICK RIDGE			
English	18	61	56
Immersion	0	--	--
Overall	18	61	56
KINGSCLEAR CONS			
English	12	67	33
Immersion	0	--	--
Overall	12	67	33
LIVERPOOL ST			
English	29	83	52
Immersion	35	77	69
Overall	64	80	61
MCADAM AVE			
English	28	64	57
Immersion	0	--	--
Overall	28	64	57
MCADAM ELEM			
English	15	60	40
Immersion	0	--	--
Overall	15	60	40

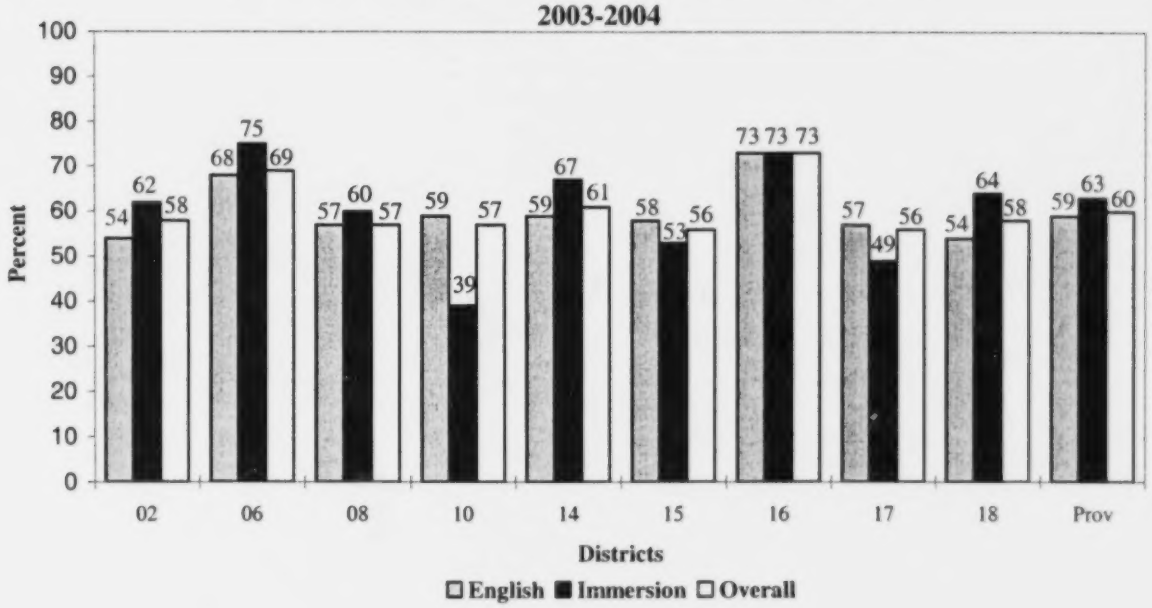
Provincial Literacy Assessment at Grade 2

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
MONTGOMERY ST			
English	30	97	80
Immersion	0	--	--
Overall	30	97	80
NASHWAAK VALLEY			
English	21	48	43
Immersion	0	--	--
Overall	21	48	43
NASHWAAKSIS MEM			
English	15	27	20
Immersion	13	54	62
Overall	28	39	39
NEW MARYLAND			
English	45	73	44
Immersion	45	73	47
Overall	90	73	46
PARK ST			
English	37	87	60
Immersion	40	80	85
Overall	77	83	73
PRIESTMAN ST			
English	42	81	60
Immersion	29	76	69
Overall	71	79	63
ROYAL ROAD			
English	28	71	82
Immersion	19	63	84
Overall	47	68	83
SOUTH DEVON			
English	34	41	44
Immersion	0	--	--
Overall	34	41	44
STANLEY ELEM			
English	24	79	83
Immersion	0	--	--
Overall	24	79	83
UPPER MIRAMICHI ELEM			
English	26	46	35
Immersion	0	--	--
Overall	26	46	35
DISTRICT 18			
English	**582**	**65**	**49**
Immersion	**300**	**71**	**65**
Overall	**882**	**67**	**54**
PROVINCE			
English	**4166**	**65**	**52**
Immersion	**1540**	**68**	**65**
Overall	**5706**	**66**	**55**

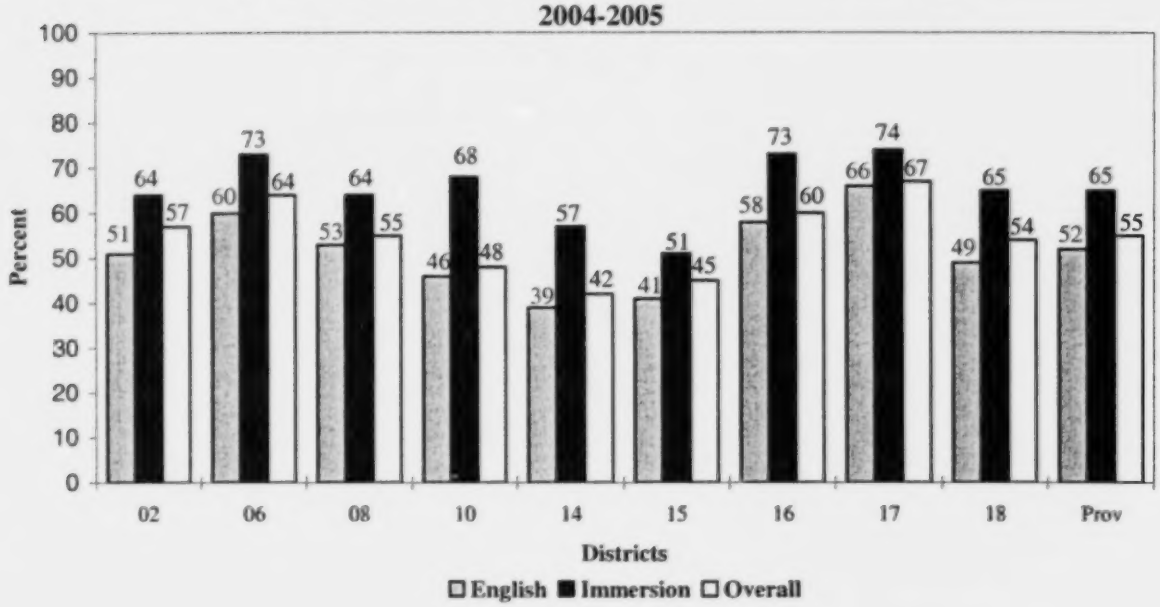
Provincial Literacy Assessment at Grade 2
Percent of Students Meeting Provincial Standard - Reading
2004-2005



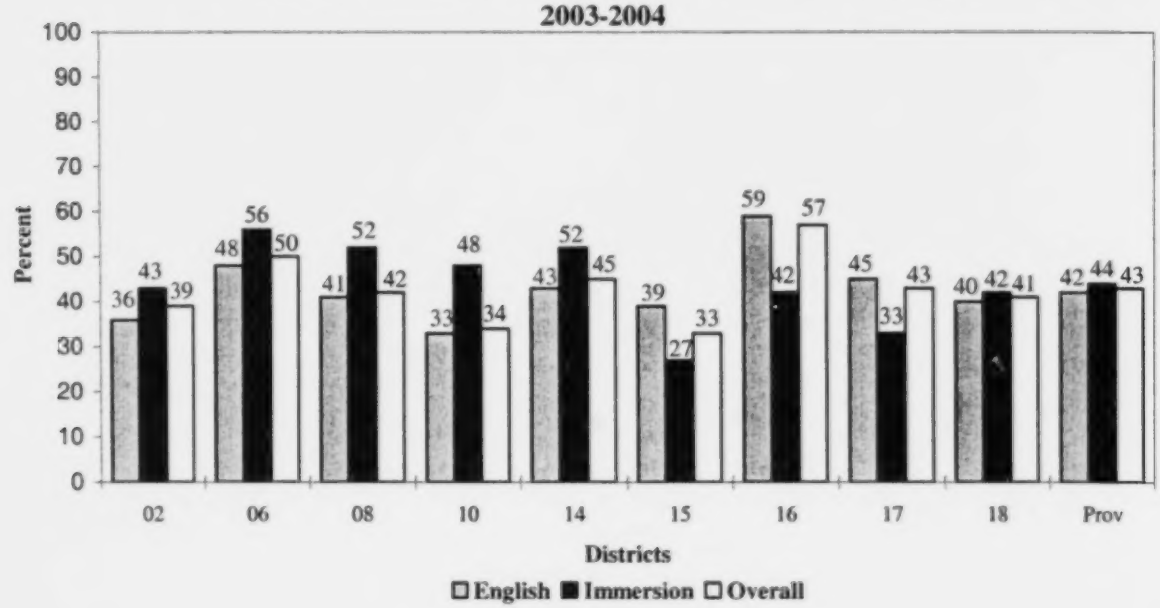
Provincial Literacy Assessment at Grade 2
Percent of Students Meeting Provincial Standard - Reading
2003-2004



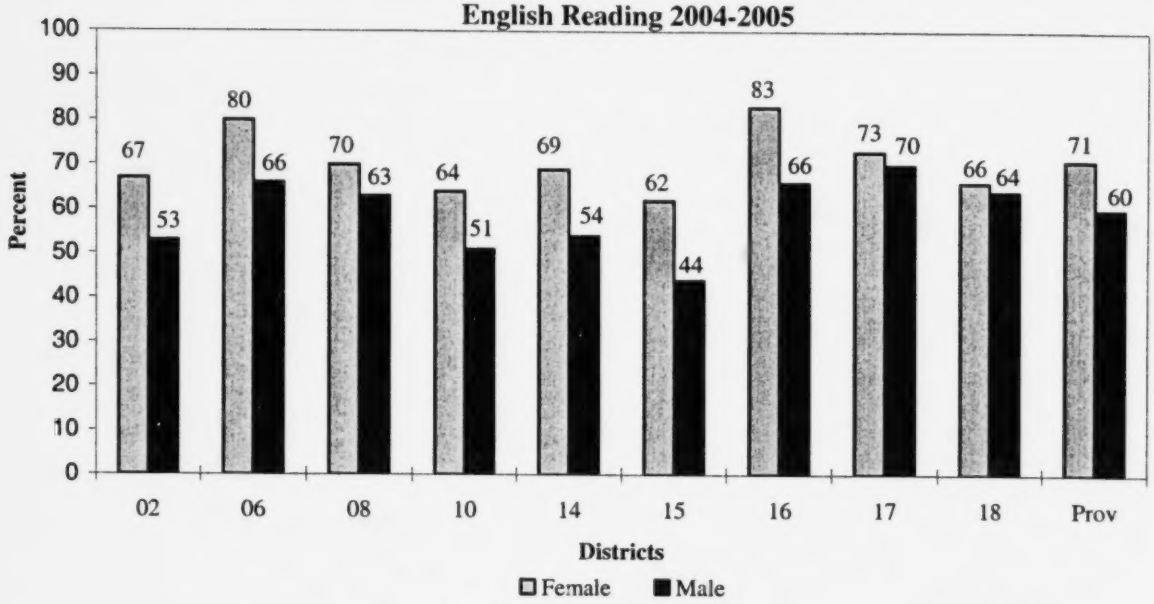
Provincial Literacy Assessment at Grade 2
Percent of Students Meeting Provincial Standard - Writing
2004-2005



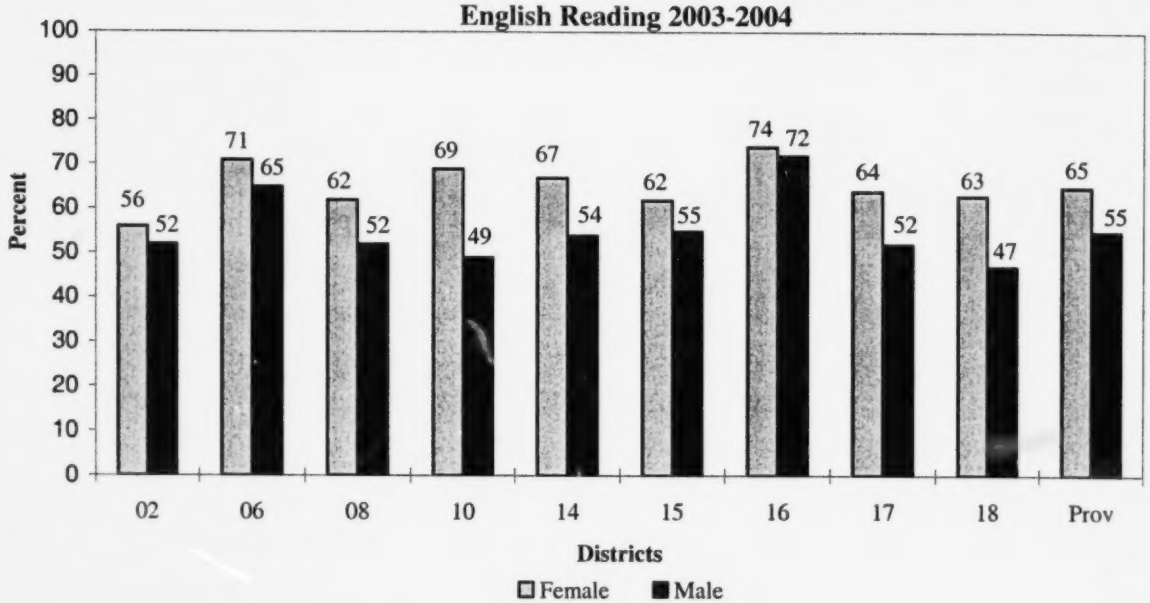
Provincial Literacy Assessment at Grade 2
Percent of Students Meeting Provincial Standard - Writing
2003-2004



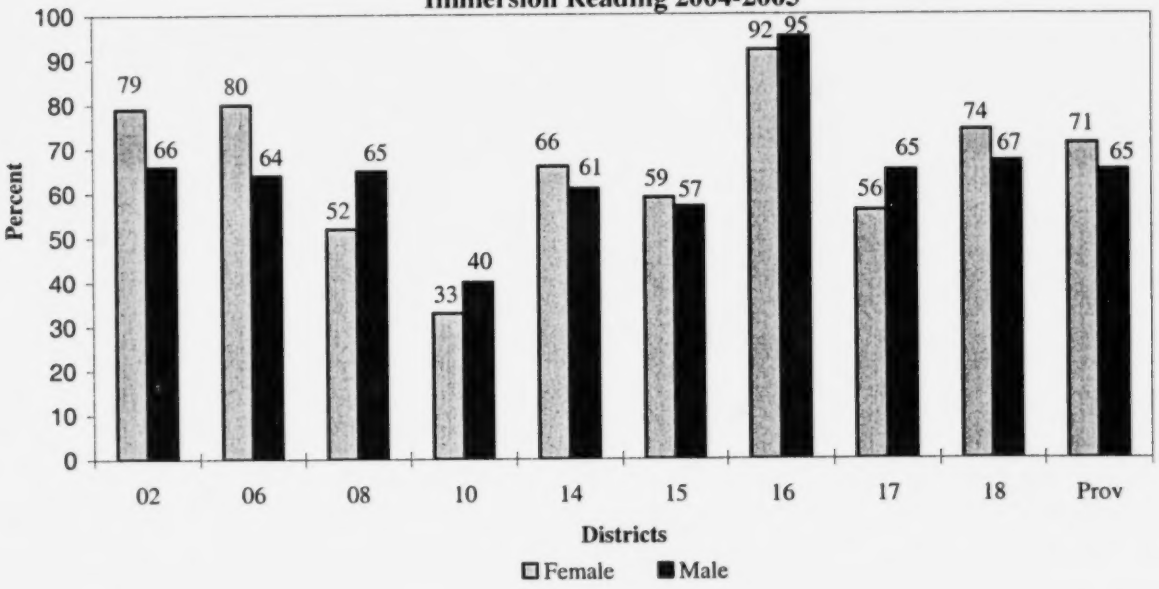
Provincial Literacy Assessment at Grade 2
Percent of Students Meeting Provincial Standard by Gender
English Reading 2004-2005



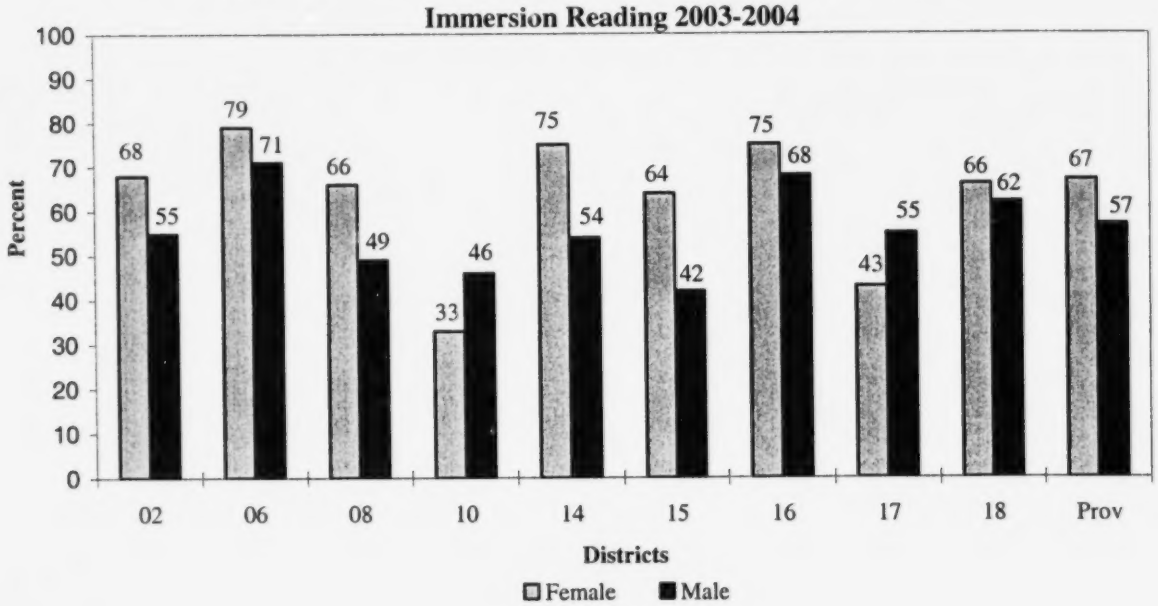
Provincial Literacy Assessment at Grade 2
Percent of Students Meeting Provincial Standard by Gender
English Reading 2003-2004



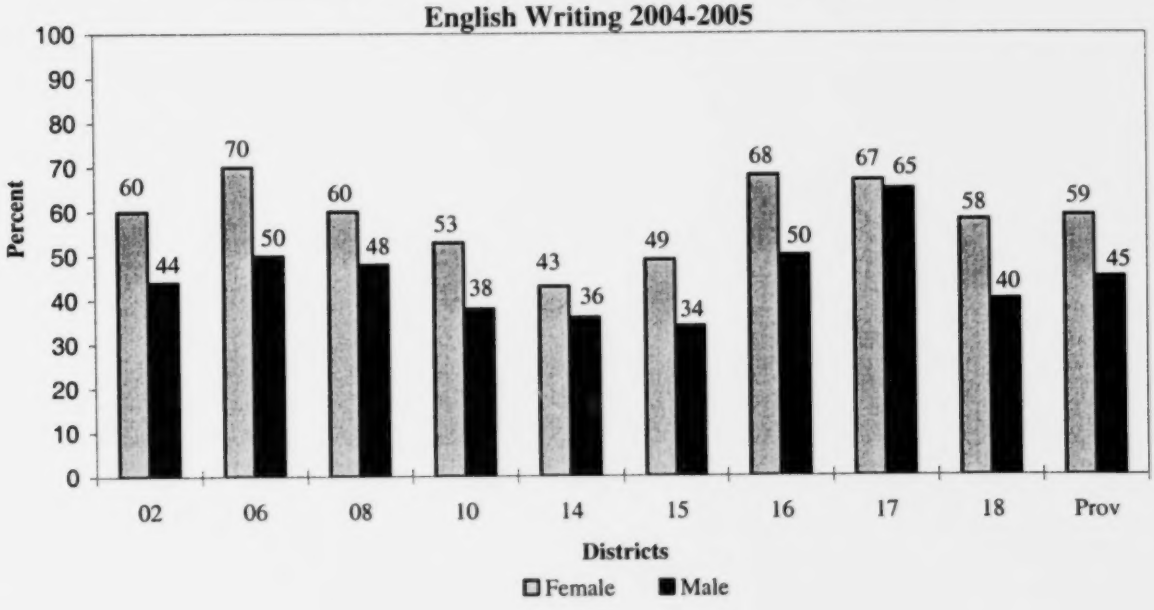
Provincial Literacy Assessment at Grade 2
Percent of Students Meeting Provincial Standard by Gender
Immersion Reading 2004-2005



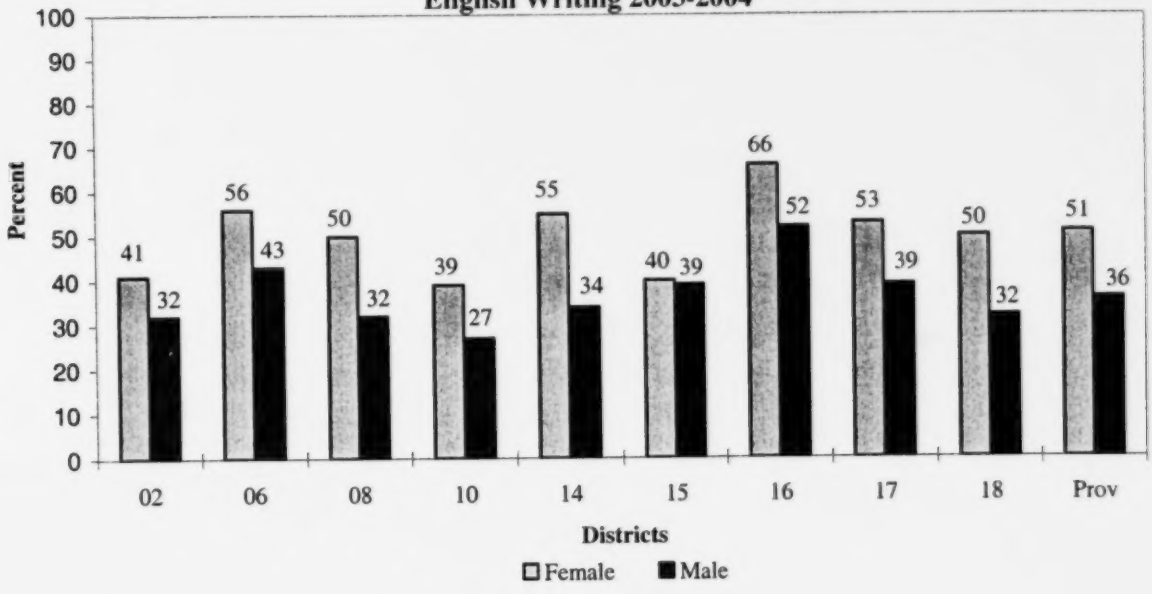
Provincial Literacy Assessment at Grade 2
Percent of Students Meeting Provincial Standard by Gender
Immersion Reading 2003-2004



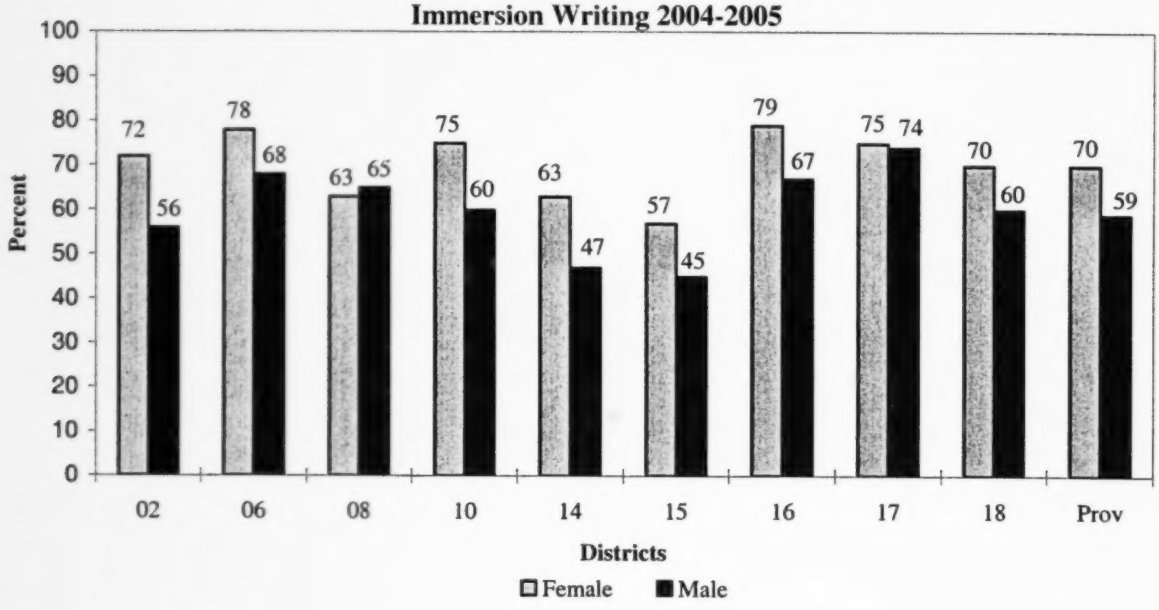
Provincial Literacy Assessment at Grade 2
Percent of Students Meeting Provincial Standard by Gender
English Writing 2004-2005



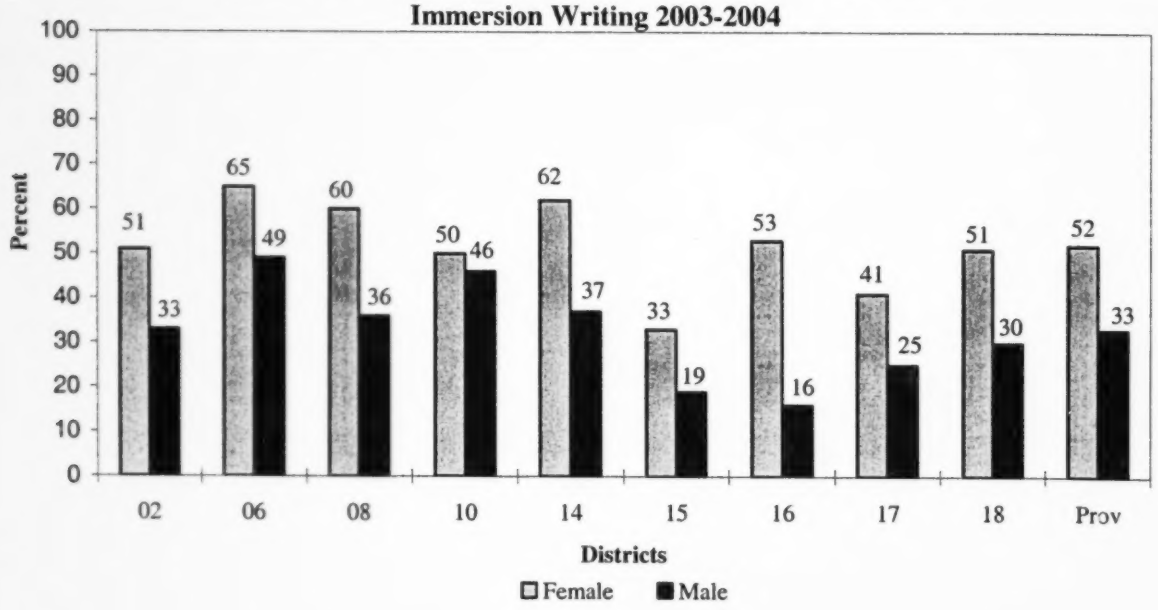
Provincial Literacy Assessment at Grade 2
Percent of Students Meeting Provincial Standard by Gender
English Writing 2003-2004



Provincial Literacy Assessment at Grade 2
Percent of Students Meeting Provincial Standard by Gender
Immersion Writing 2004-2005



Provincial Literacy Assessment at Grade 2
Percent of Students Meeting Provincial Standard by Gender
Immersion Writing 2003-2004



Provincial Mathematics Assessment at Grade 5

Background

As the second component of the annual elementary testing program, the Provincial Assessment at Grade 5 was also administered in the spring and highlighted student achievement in mathematics at the end of six years of schooling. Results were reported in terms of Strong Performance, Appropriate Performance, and Experiencing Difficulty which, in turn, were linked to the percentage of items answered correctly.

Findings

- Approximately 5900 students participated in the assessment, with an exemption rate of 4%.
- Sixty-seven percent (67%) of students performed at levels of appropriate or strong, thereby meeting the provincial standard in mathematics.
- Gender differences were minimal with males performing slightly better than females - 67% of males met the standard compared to 66% of females.
- Twenty-four percent (24%) of the student population was enrolled in the French Immersion program and 76% in the English program.
- Seventy-four percent (74%) of French Immersion students met the provincial standard. Sixty-five percent (65%) of students in the English program met the provincial standard.

Provincial Mathematics Assessment at Grade 5

The chart below shows the percentages of students meeting provincial standards. For example, at Beaverbrook School, 32 students participated in the Provincial Mathematics Assessment at Grade 5; the average percentage of items which these students answered correctly was 36%.

School	No. of Students	Percent Correct
BEAVERBROOK	32	36
BESSBOROUGH	60	60
BIRCHMOUNT	67	61
CLAUDE D. TAYLOR	72	64
DORCHESTER CONS.	9	64
EDITH CAVELL	29	52
EVERGREEN PARK	90	61
FRANK L. BOWSER	55	66
GUNNINGSVILLE	50	62
HAVELOCK	27	65
HILLCREST	32	58
HILLSBOROUGH ELEM.	41	63
JMA ARMSTRONG	94	51
LEWISVILLE MIDDLE	78	50
LOU MACNARIN	58	57
LOWER COVERDALE	11	57
MAGNETIC HILL	45	73
MARSHVIEW MIDDLE	81	60
MOUNTAIN VIEW	4	55
PETITCODIAC REG.	40	59
PORT ELGIN REG.	17	58
QUEEN ELIZABETH	38	64
RIVERSIDE CONS.	14	51
SHEDIAC CAPE	36	53
SUNNY BRAE MIDDLE	62	54
WEST RIVERVIEW	63	65
DISTRICT 02	**1205**	**59**

School	No. of Students	Percent Correct
APOHAQUI	19	56
BELLEISLE ELEM.	38	50
FAIRVALE	110	61
HAMMOND RIVER VAL	29	48
HAMPTON ELEM.	98	48
KENNEBECASIS PARK	34	68
LAKEFIELD ELEM.	73	63
MACDONALD CONS.	33	59
NORTON ELEM.	16	50
QUISPAMSIS ELEM.	73	64
ROTHESAY ELEM.	91	51
SUSSEX CORNER ELEM	75	53
SUSSEX ELEMENTARY	95	56
DISTRICT 06	**784**	**56**
BAYVIEW	33	53
BROWNS FLAT	11	53
CENTENNIAL	49	41
CHAMPLAIN HEIGHTS	50	75
FOREST HILLS ELEM	81	56
FUNDY SHORES	13	64
GLEN FALLS	18	69
GRANDVIEW AVENUE	15	68
HAVELOCK	34	51
HAZEN WHITE-ST. FRA.	15	65
HOLY TRINITY	15	64
INGLEWOOD	42	71
ISLAND VIEW	65	69

Provincial Mathematics Assessment at Grade 5

School	No. of Students	Percent Correct
LAKEWOOD HEIGHTS	42	72
LOCH LOMOND	77	49
M. GERALD TEED MEM	33	69
MILLIDGEVILLE N.	53	56
MORNA HEIGHTS	29	70
PRINCE CHARLES	28	59
PRINCESS ELIZABETH	19	61
SEAWOOD	18	77
ST. JOHN THE BAPTIST	20	63
ST. MARTINS	16	56
ST. PATRICK'S	41	71
ST. ROSE	62	61
WESTFIELD	49	61
DISTRICT 08	**928**	**61**
BACK BAY	11	32
BLACKS HARBOUR	32	74
CAMPOBELLO ISLAND	20	45
DEER ISLAND CONS.	11	49
GRAND MANAN COM	32	42
LAWRENCE STATION	9	36
MILLTOWN ELEM.	32	69
ST. GEORGE ELEM.	61	52
ST. STEPHEN ELEM.	92	50
VINCENT MASSEY EL.	28	50
WHITE HEAD	4	58
DISTRICT 10	**332**	**53**
ANDOVER ELEM.	63	40
AROOSTOOK ELEM.	10	40
BATH MIDDLE	31	42
BRISTOL ELEM.	23	55
CANTERBURY HIGH	19	68
CENTRAL CARLETON	44	75
CENTREVILLE COMM	32	34
DEBEC ELEM.	22	47
DONALD FRASER MEM	37	44
FLORENCEVILLE EL.	47	57

School	No. of Students	Percent Correct
FLORENCEVILLE MIDDLE	7	51
JOHN CALDWELL	41	46
JUNIPER ELEM.	6	60
KESWICK VALLEY	19	46
MILLVILLE ELEM.	16	46
NACKAWIC ELEM.	47	43
NEW DENMARK	2	45
SAINT MARY'ACADEMY	15	43
SOUTHERN CARLETON	66	44
WOODSTOCK CENT.	65	58
DISTRICT 14	**612**	**49**
BELLEDUNE	6	59
CAMPBELLTON MID.	65	47
CORONATION PARK	34	48
JACQUET RIVER	17	48
JANEVILLE ELEM.	11	60
L E REINSBOROUGH	49	57
PARKWOOD ELEM.	46	56
SOUTH BATHURST EL.	41	56
TIDE HEAD	9	51
DISTRICT 15	**278**	**53**
BLACKVILLE	47	62
CROFT ELEM.	48	62
GRETNA GREEN ELEM.	34	65
HARCOURT	6	67
HARKINS ELEM.	31	58
MILLERTON ELEM/JR	13	68
MIRAMICHI RURAL	9	50
NAPAN ELEM.	10	57
NELSON RURAL	31	58
NORTH & SOUTH ESK	49	55
REXTON ELEM.	61	76
ST. ANDREWS ELEM.	76	63
TABUSINTAC RURAL.	13	60
DISTRICT 16	**428**	**63**

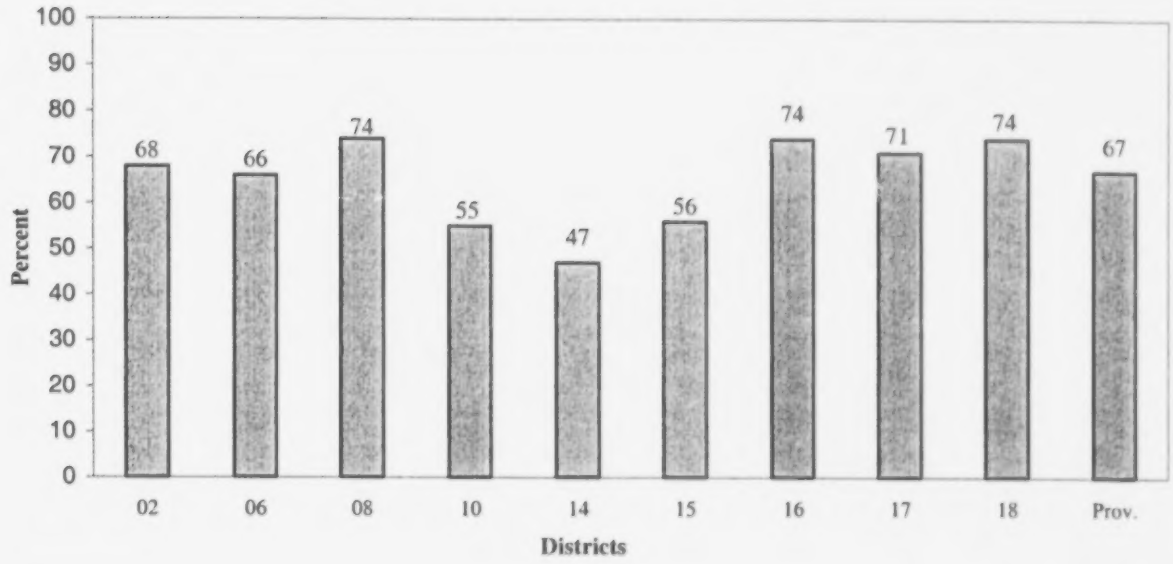
Provincial Mathematics Assessment at Grade 5

School	No. of Students	Percent Correct
ASSINIBOINE AVE.	45	55
CAMBRIDGE-NARROWS	17	38
CHIPMAN ELEM.	26	56
COLES ISLAND	5	44
GAGETOWN	10	71
GEARY ELEM.	20	77
GESNER ST. ELEM.	63	63
HUBBARD AVE. ELEM.	29	46
LOWER LINCOLN	27	62
MINTO ELEM/MIDDLE	46	55
SUMMERHILL STREET	76	64
SUNBURY WEST	43	67
DISTRICT 17	**407**	**60**
ALEXANDER GIBSON	76	68
BARKERS POINT	69	62
CONNAUGHT STREET	45	56
DOAKTOWN CONS.	18	53
DOUGLAS	10	74
GARDEN CREEK	50	57

School	No. of Students	Percent Correct
HARVEY ELEM.	27	72
KESWICK RIDGE	26	64
KINGSCLEAR CONS.	23	77
LIVERPOOL STREET	66	64
MCADAM AVENUE	24	62
MCADAM ELEM.	20	82
MONTGOMERY ST.	25	80
NASHWAAK VALLEY	16	71
NASHWAAKSIS MEM.	35	53
NEW MARYLAND	102	58
PARK STREET	79	68
PRIESTMAN STREET	70	54
ROYAL ROAD	51	55
SOUTH DEVON	36	53
STANLEY ELEM.	29	64
UPPER MIRAMICHI	32	49
DISTRICT 18	**929**	**62**
PROVINCE	**5903**	**58**

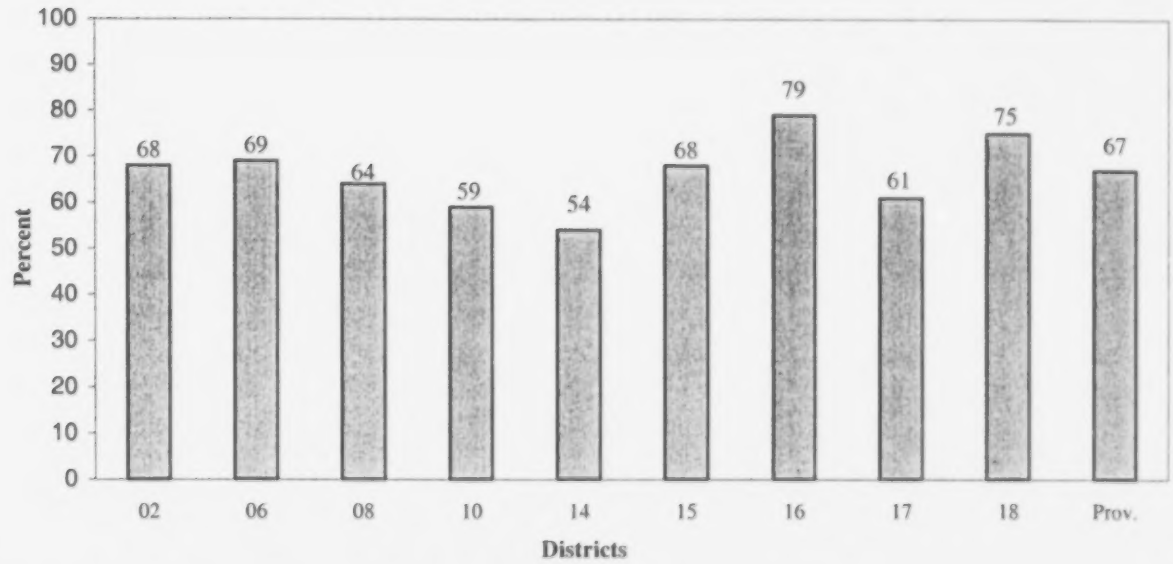
Provincial Mathematics Assessment at Grade Five 2004-2005

Percent of Students Meeting Provincial Standard

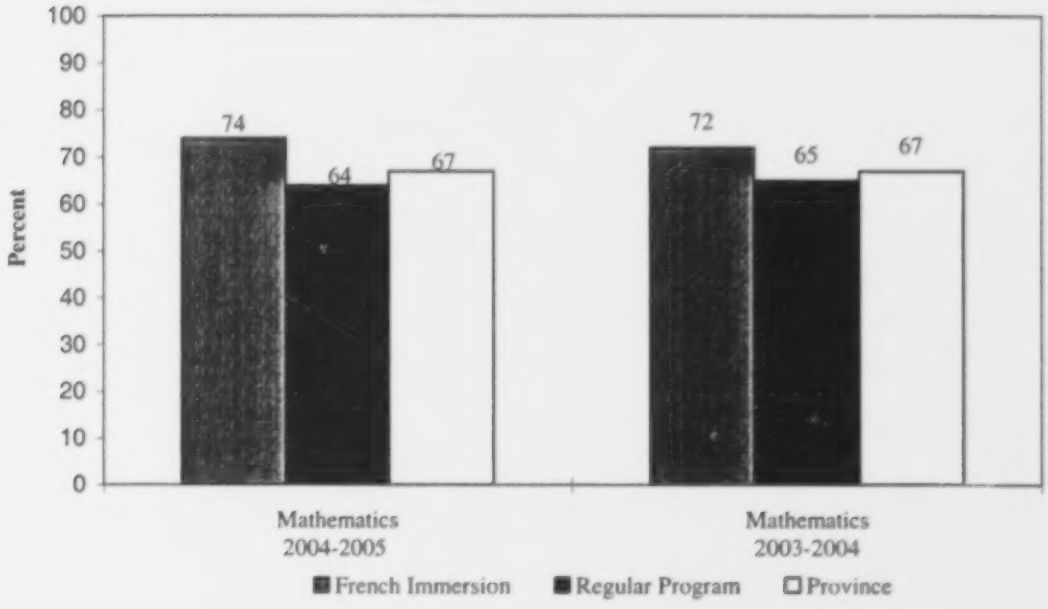


Provincial Mathematics Assessment at Grade Five 2003-2004

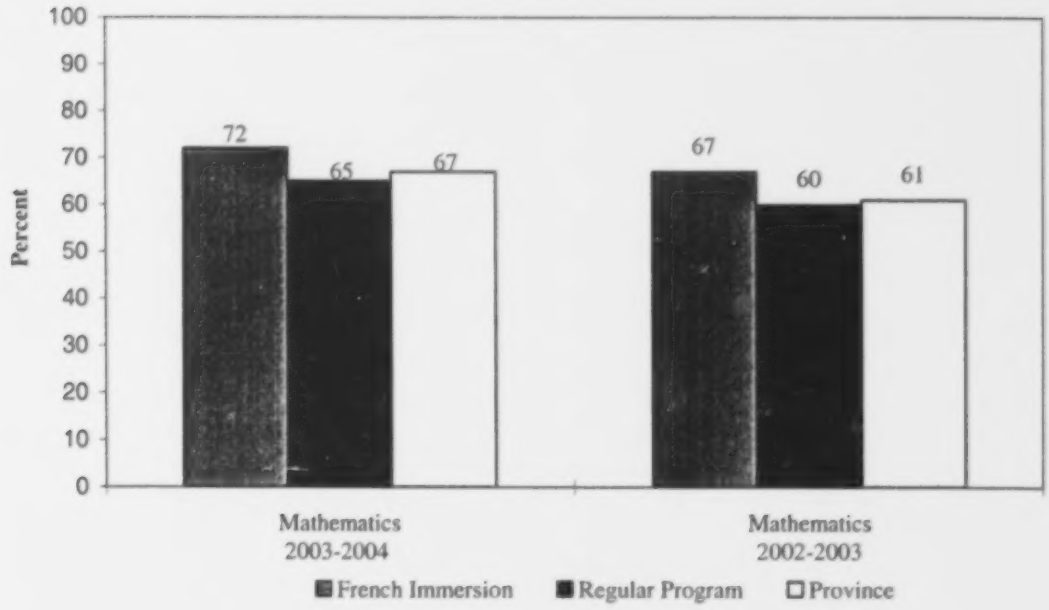
Percent of Students Meeting Provincial Standard



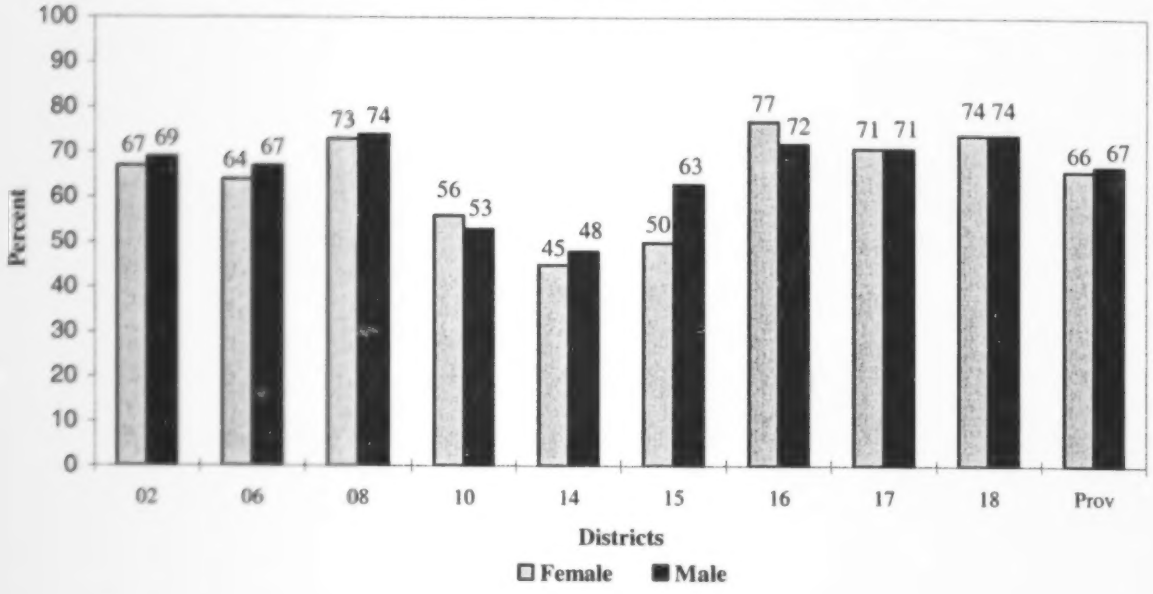
Provincial Mathematics Assessment at Grade Five 2004-2005
Percent of Students Meeting Provincial Standard



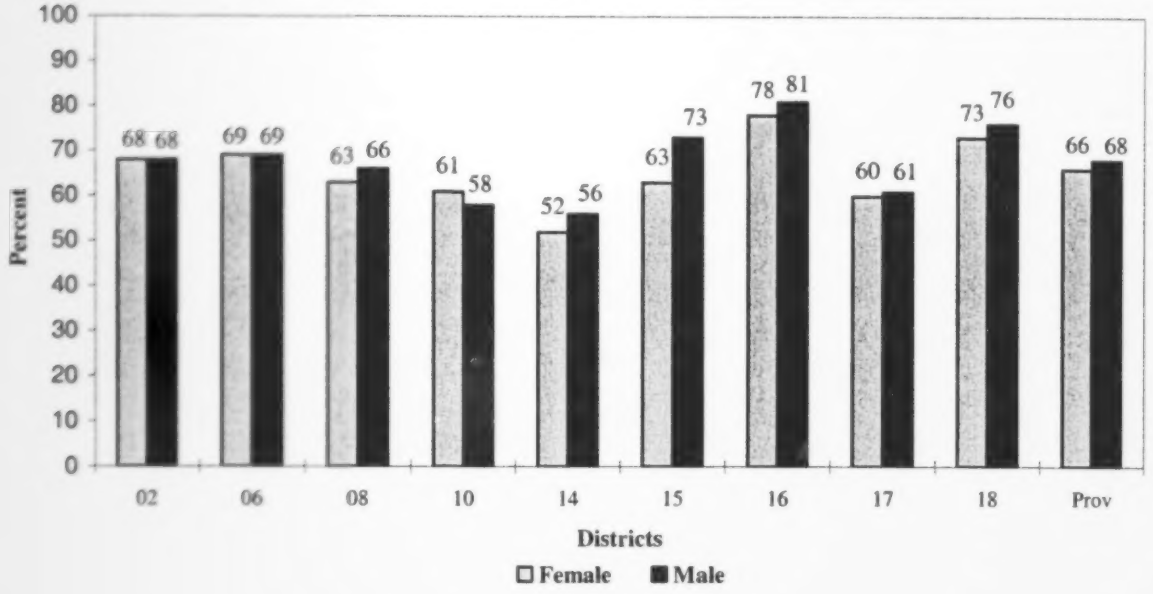
Provincial Mathematics Assessment at Grade Five 2003-2004
Percent of Students Meeting Provincial Standard



Provincial Mathematics Assessment at Grade Five 2004-2005
Percent of Students Meeting Provincial Standard by Gender



Provincial Mathematics Assessment at Grade Five 2003-2004
Percent of Students Meeting Provincial Standard by Gender



MIDDLE LEVEL RESULTS

MIDDLE LEVEL MATHEMATICS ASSESSMENT

Middle Level Mathematics Assessment

Background

In June of their grade 8 year, students write the Middle Level Mathematics Assessment, which consists of two sections administered over two days. Although the assessment is based on the grade 8 provincial mathematics curriculum, it is designed to reflect students' achievement over the middle school years.

While students were permitted to use a calculator when writing the greatest part of the assessment, one section, consisting of a number of mental math, selected-response and constructed-response questions, was done without a calculator. The assessment included items of varying levels and addressed the seven strands: Number Concepts, Operations, Patterns and Relations, Measurement, Geometry, Data Management, and Probability.

Student results were reported in terms of three standards: Strong Performance, Appropriate Performance, and Experiencing Difficulty. These standards were linked, in turn, to the percentages of test items answered correctly.

Findings

- Six thousand, one hundred and forty-three (6 143) students wrote the Middle Level Mathematics Assessment; the exemption rate was 4%. Sixty-one percent of those who did the assessment met the provincial standard, the same as last year.

- Of those writing, 48.5% were female and 51.5% were male. Fifty-eight percent (58%) of females and 64% percent of males met the provincial standard.

- Students enrolled in French Immersion programs achieved at significantly higher levels than those in the English program. Seventy-eight percent (78%) of students in Early French Immersion and 80% of Late French Immersion students met the standard, compared to 51% of those in the English program.

Middle Level Mathematics Assessment 2004-2005

The chart below shows the percentages of students meeting provincial standards. For example, at Beaverbrook School, 30 students participated in the Middle Level Mathematics Assessment; on average, these students answered correctly 44% of the test items.

School	No. of Students	Percent Correct
BEAVERBROOK	30	44
BESSBOROUGH	64	65
BIRCHMOUNT	43	57
CALEDONIA	59	52
DORCHESTER CONS.	12	54
EDITH CAVELL	23	59
EVERGREEN PARK	96	68
HAVELOCK	16	61
HILLCREST	27	64
LEWISVILLE MIDDLE	101	61
LOU MACNARIN	47	51
MAGNETIC HILL	57	57
MARSHVIEW MIDDLE	110	64
PETITCODIAC REG.	53	51
PORT ELGIN REG.	25	63
QUEEN ELIZABETH	73	70
RIVERSIDE CONS.	9	59
RIVERVIEW MIDDLE	262	59
SALISBURY MIDDLE	84	61
SHEDIAC CAPE	28	62
SUNNY BRAE MIDDLE	64	58
DISTRICT 02	**1283**	**60**
BELLEISLE REG.	40	53
HAMPTON MIDDLE	137	52
HARRY MILLER	106	63
MACDONALD CONS.	39	54
QUISPAMSIS	183	64
ROTHESAY PARK	105	63
SUSSEX MIDDLE	185	55
DISTRICT 06	**795**	**59**
BARNHILL MEMORIAL	148	59
BAYSIDE	154	57
BEACONSFIELD	64	58

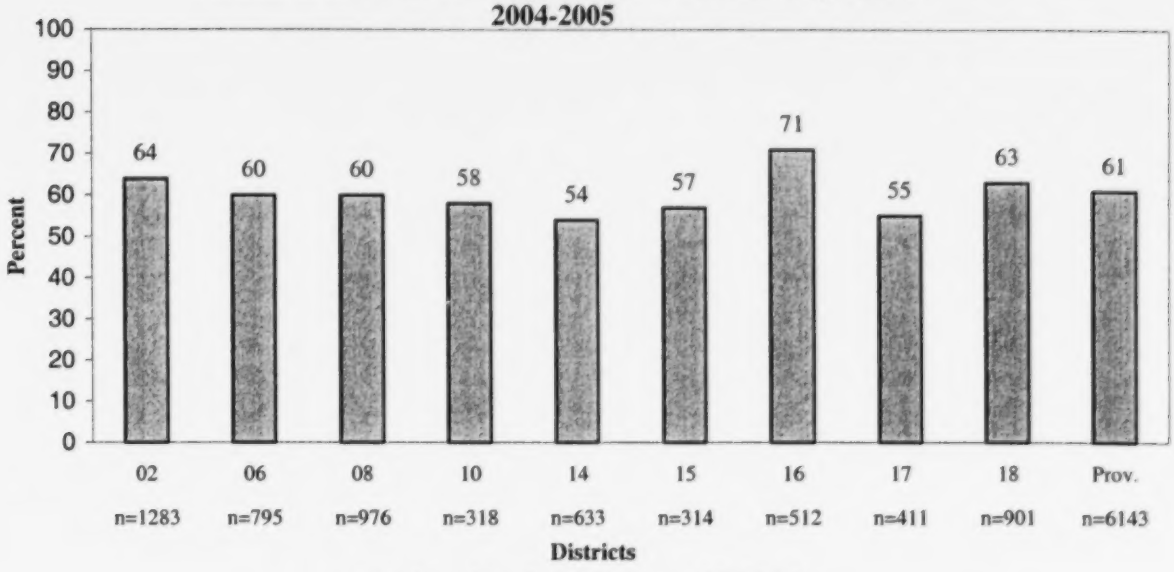
School	No. of Students	Percent Correct
FOREST HILLS	62	53
FUNDY SHORES	13	48
HAZEN WHITE-ST. FRA.	13	36
LORNE	75	54
MILLIDGEVILLE N.	86	60
PRINCE CHARLES	25	37
PRINCESS ELIZABETH	69	59
RIVER VALLEY MID	138	61
SIMONDS MIDDLE	91	71
ST JOHN THE BAPT	20	53
ST MARTINS	18	58
DISTRICT 08	**976**	**58**
CAMPOBELLO ISLAND	15	68
DEER ISLAND CONS	11	60
FUNDY	87	54
GRAND MANAN COMM	33	56
SIR JAMES DUNN	26	58
ST. STEPHEN MIDDLE	146	60
DISTRICT 10	**318**	**58**
BATH MIDDLE	18	57
CANTERBURY HIGH	11	50
CENTREVILLE MIDDLE	29	53
FLORENCEVILLE MIDDLE	81	60
HARTLAND	51	53
JOHN CALDWELL	54	52
KESWICK VALLEY	25	53
NACKAWIC MIDDLE	57	58
PERTH-ANDOVER MID	84	55
ST. MARY'S ACAD	19	53
TOBIQUE VALLEY	51	47
WOODSTOCK MIDDLE	153	58
DISTRICT 14	**633**	**55**

Middle Level Mathematics Assessment

School	No. of Students	Percent Correct
BELLEDUNE	2	79
CAMPBELLTON MID	77	51
DALHOUSIE MIDDLE	47	58
JACQUET RIVER	32	52
SUPERIOR MIDDLE	156	60
DISTRICT 15	**314**	**57**
BLACKVILLE	43	73
DR. LOSIER	126	65
ELEANOR GRAHAM	87	58
HARKINS	145	66
MILLERTON	12	83
MIRAMICHI RURAL	11	69
NELSON RURAL	29	59
NORTH & SOUTH ESK	44	52
TABUSINTAC	15	67
DISTRICT 16	**512**	**64**
CAMBRIDGE-NARROWS	15	63
CHIPMAN FOREST AVE	39	50
COLES ISLAND	7	69

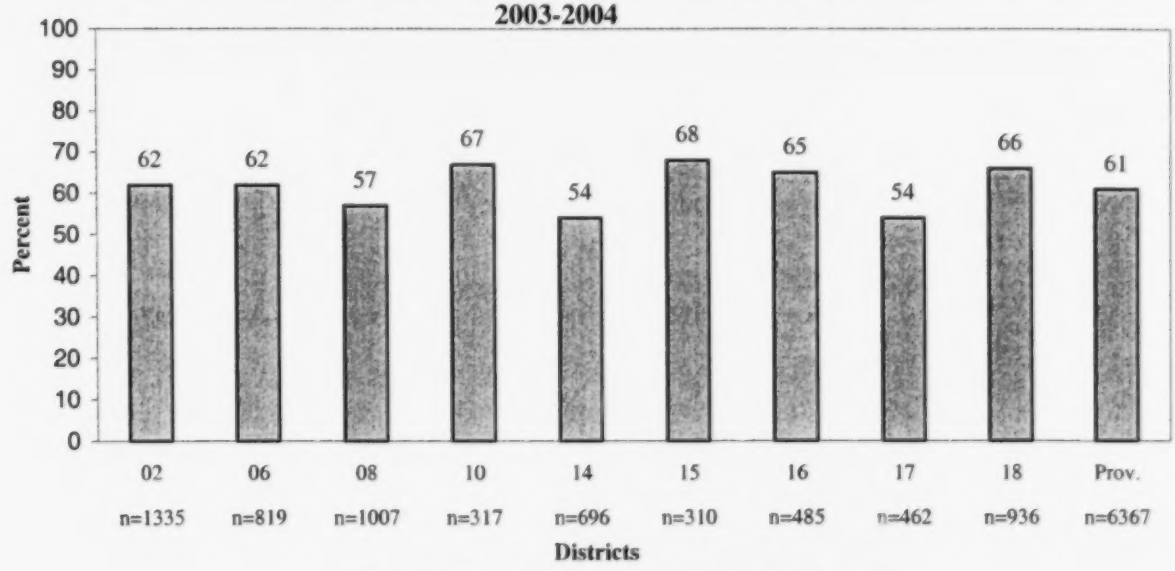
School	No. of Students	Percent Correct
GAGETOWN	13	63
HAROLD PETERSON	131	53
MINTO ELEM/MID	61	63
RIDGEVIEW MIDDLE	113	49
SUNBURY WEST	32	68
DISTRICT 17	**411**	**55**
ALBERT ST	199	62
DEVON	112	54
DOAKTOWN CONS.	13	60
GEORGE ST	210	60
HARVEY	35	72
KESWICK RIDGE	20	61
MCADAM	23	60
NASHWAAKSIS MIDDLE	234	59
STANLEY	29	59
UPPER MIRAMICHI	26	64
DISTRICT 18	**901**	**60**
PROVINCE	**6143**	**59**

Middle Level Mathematics Assessment
Percent of Students Meeting Provincial Standard by District
2004-2005



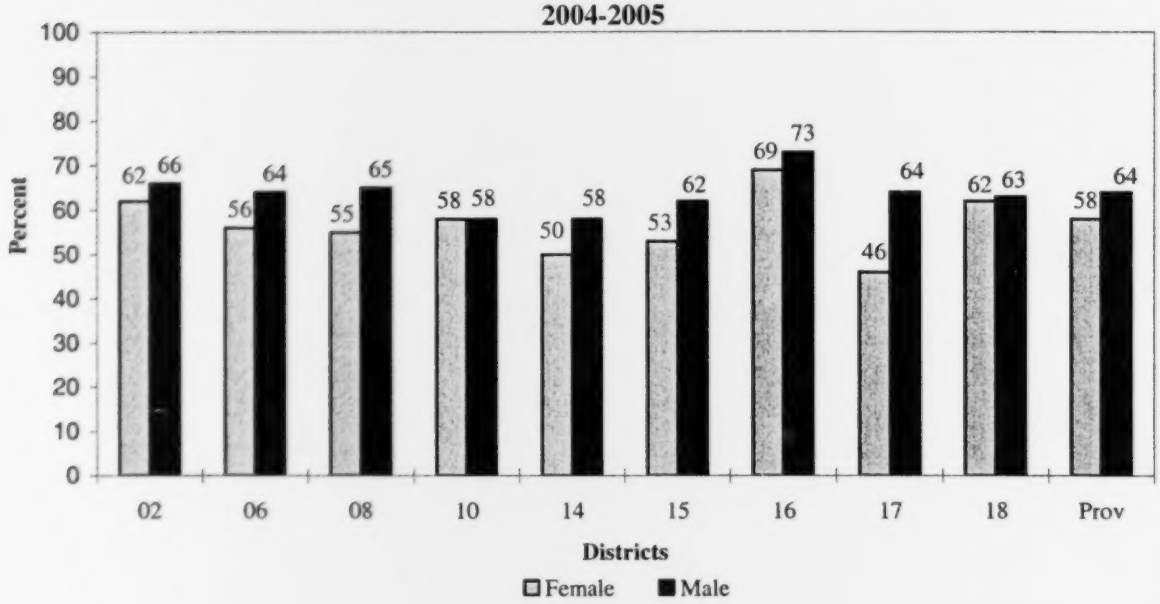
n = total number of students assessed in district

Middle Level Mathematics Assessment
Percent of Students Meeting Provincial Standard by District
2003-2004

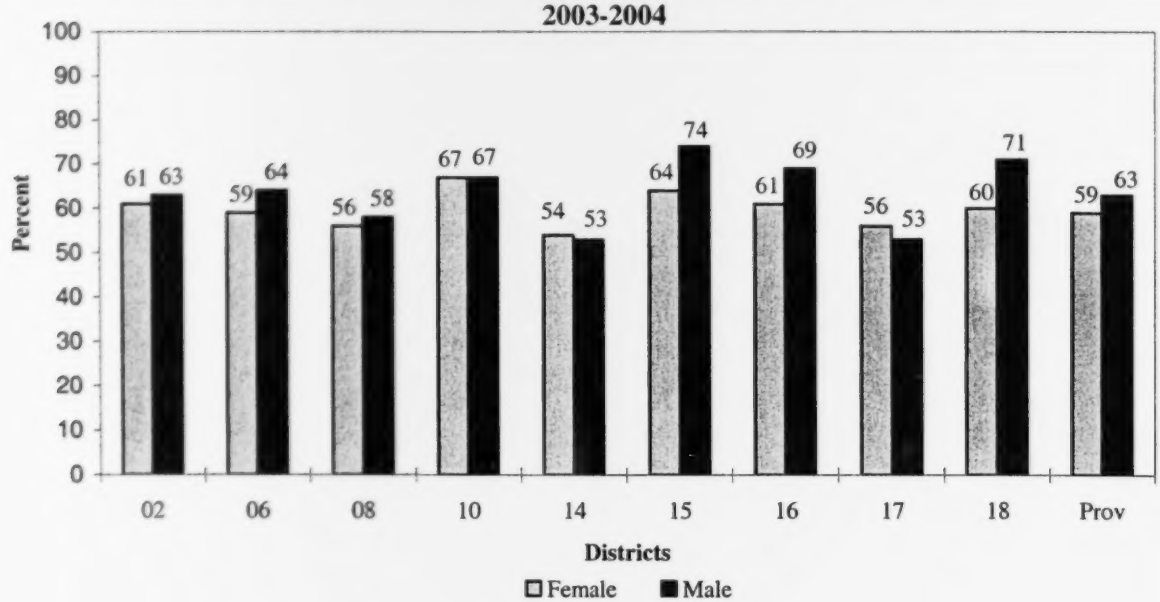


n = total number of students assessed in district

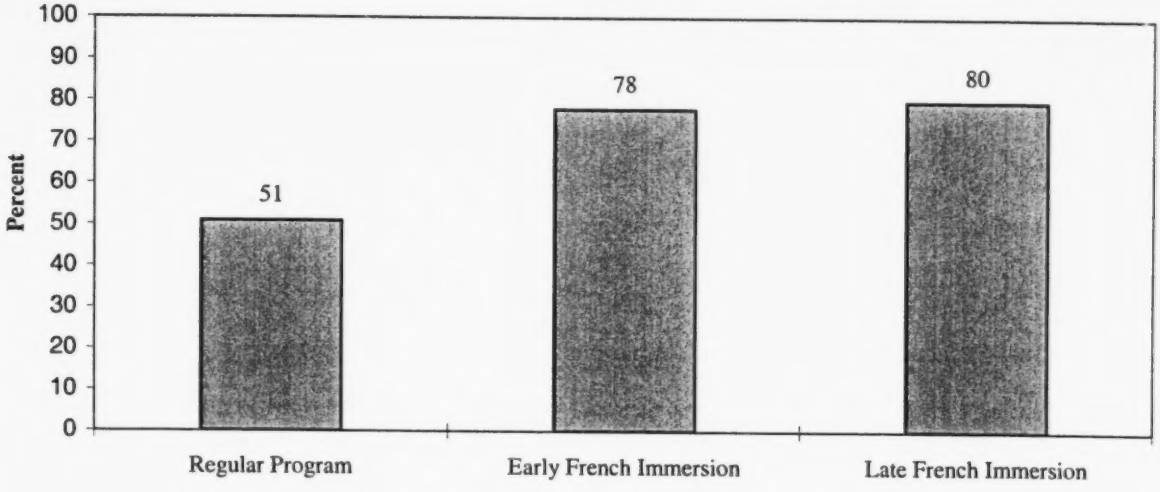
Middle Level Mathematics Assessment
Percent of Students Meeting Provincial Standard by Gender
2004-2005



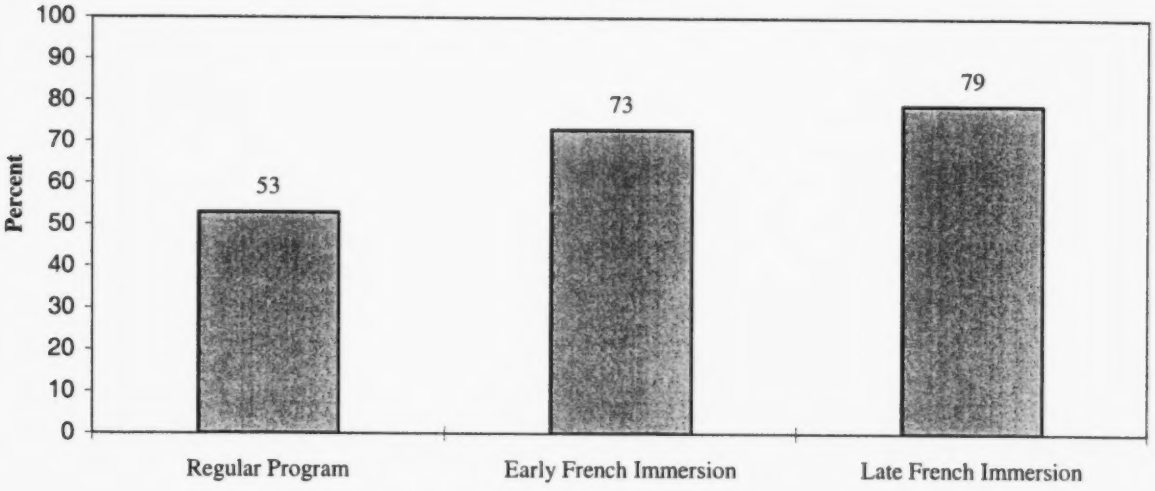
Middle Level Mathematics Assessment
Percent of Students Meeting Provincial Standard by Gender
2003-2004



Middle Level Mathematics Assessment
Percent of Students Meeting Provincial Standard by Program of Instruction
2004-2005



Middle Level Mathematics Assessment
Percent of Students Meeting Provincial Standard by Program of Instruction
2003-2004



HIGH SCHOOL RESULTS

FRENCH SECOND LANGUAGE ORAL PROFICIENCY ASSESSMENT

French Second Language Oral Proficiency Assessment

Background

The French Second Language Oral Proficiency Assessment is designed to rate the performance of individual students on the New Brunswick Oral Proficiency Scale (see Appendix C). All grade 12 students enrolled in a French course, or a subject course taught in French, are eligible for this evaluation. In 2004-2005, 1531 students were evaluated.

The method used to rate pupils' speaking proficiency in French is the individual oral interview. Evaluators trained to use this procedure visit high schools each semester to conduct interviews. During each interview, the evaluator elicits a language sample to be rated according to the criteria of the New Brunswick Oral Proficiency Scale. Students receive an official Certificate of Oral Proficiency in French as a Second Language indicating the level achieved.

This assessment, which has been used in New Brunswick for over 25 years, allows the Department of Education to monitor program results and student achievement over time. It provides a means of judging student achievement according to a measure that has currency and credibility in a larger context: the New Brunswick Oral Proficiency Scale is used by provincial government departments and agencies to measure the second language proficiency of employees in both French and English. For students, this assessment underscores the link between what is learned in school and what is valued in the world beyond the classroom.

Findings

PERCENTAGE OF PUPILS AT 5 LEVELS OF ORAL PROFICIENCY BY PROGRAM

	Basic or Higher		Basic Plus or Higher		Intermediate* or Higher		Intermediate Plus** or Higher		Advanced*** or Higher		*n*	*n*
Year:	'04-'05	'03-'04	'04-'05	'03-'04	'04-'05	'03-'04	'04-'05	'03-'04	'04-'05	'03-'04	'04-'05	'03-'04
Core	95%	93%	76%	66%	38%	23%	9%	5%	2%	.8%	264	239
Early Immersion	100%	100%	100%	100%	99%	99%	83%	81%	35%	32%	391	432
Middle Immersion	100%	100%	100%	100%	96%	98%	71%	74%	19%	19%	158	167
Late Immersion	100%	100%	100%	100%	96%	97%	49%	46%	14%	7%	617	618

* Goal for Core Program
** Goal for Late Immersion Program
*** Goal for Early Immersion Program

Core Program

The goal of the Core French program is the Intermediate level on the New Brunswick Oral Proficiency Scale; the expectation is that most students in this program will reach at least a Basic Plus level, which denotes significant "survival skills" in the target language. In 2004-2005, 38% of students reached the Intermediate level or higher and 76% reached Basic Plus or higher. There was no significant difference between the achievement of males and females in the Core French program.

Late Immersion

The goal of the Late French Immersion program is the Intermediate Plus level of proficiency and the expectation is that most students will reach at least an Intermediate level. In 2004-2005, 49% of students reached the Intermediate Plus or higher level, whereas 96% were at an Intermediate or higher level. At this level, in addition to "survival skills", students have the facility to manage many aspects of daily life and to socialize in French. There were no significant differences in performance between males and females in this program.

Early Immersion

The goal of the Early French Immersion Program is the Advanced level of proficiency and the expectation is that most students will reach at least an Intermediate Plus level. In 2004-2005, 35% of students were at the Advanced level or above and 83% were at Intermediate Plus or above. This level of proficiency indicates significant ability to use French in school- and work-related settings, as well as in informal social situations. Again, there were no significant differences in the achievement of males and females in this program.

Comments

In interpreting these results, it is important to know that a given level on the oral proficiency scale does not represent a single point on the scale; rather, it covers a range of accomplishment. The addition of a "Plus" to a level designation indicates a performance that in some respects exceeds the requirements of that level. Speakers who are rated Intermediate Plus, for example, demonstrate some of the characteristics of Advanced level speakers, but are unable to sustain an exchange at that level.

Oral proficiency ratings collected over the duration of this assessment program suggest that, to a large extent, proficiency in French is linked to time on task. The grade 12 pupils with the strongest overall speaking ability were enrolled in Early Immersion, followed, in order, by those in Late Immersion and Core French.

Speaking a second language is a skill, rather than a body of knowledge, and this assessment measures a student's skill in communicating effectively in French. In second language acquisition, it is axiomatic that exposure to good models and time to practise are essential components of the opportunity to learn. The results of this assessment, in great part, reflect this reality.

The chart below shows the percentages of students meeting provincial standards. For example, at Bernice MacNaughton School a total of 50 students participated in this assessment. From this number, 36 students were in the Early Immersion program with 25.0% of them achieving a proficiency level of Intermediate, 33.3% Intermediate Plus, 30.6% Advanced and 11.1% Advanced Plus.

Grade 12 FSL 2004-2005

Percentage of Students at Each Level

School	Program	No. of Students	Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Bernice MacNaughton	Core	1	0	0	0	0	0	0	100.0	0
	Early Imm	36	0	0	0	25.0	33.3	30.6	11.1	0
	Middle Imm	7	0	0	28.6	71.4	0	0	0	0
	Late Imm	6	0	0	16.7	33.3	33.3	16.7	0	0
	SCHOOL	50	0	0	6.0	32.0	28.0	24.0	10.0	0
Caledonia Regional High	Late Imm	9	0	0	0	66.7	11.1	22.2	0	0
	SCHOOL	9	0	0	0	66.7	11.1	22.2	0	0
Harrison Trimble High	Core	12	0	8.3	25.0	33.3	25.0	8.3	0	0
	Early Imm	27	0	0	3.7	14.8	44.4	37.0	0	0
	Late Imm	2	0	0	50.0	0	50.0	0	0	0
	SCHOOL	41	0	2.4	12.2	19.5	39.0	26.8	0	0
J M A Armstrong High	Early Imm	2	0	0	0	0	50.0	50.0	0	0
	Middle Imm	19	0	0	21.1	26.3	36.8	15.8	0	0
	Late Imm	3	0	0	66.7	33.3	0	0	0	0
	SCHOOL	24	0	0	25.0	25.0	33.3	16.7	0	0
Moncton High	Core	10	30.0	10.0	30.0	0	30.0	0	0	0
	Early Imm	39	0	0	0	17.9	33.3	41.0	7.7	0
	Middle Imm	1	0	0	0	0	100.0	0	0	0
	Late Imm	10	0	0	20.0	10.0	50.0	10.0	10.0	0
	SCHOOL	60	5.0	1.7	8.3	13.3	36.7	28.3	6.7	0
Petitcodiac Reg. High	Middle Imm	19	0	0	5.3	52.6	36.8	5.3	0	0
	Late Imm	1	0	0	0	0	100.0	0	0	0
	SCHOOL	20	0	0	5.0	50.0	40.0	5.0	0	0

Grade 12 FSL 2004-2005

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Riverview High	Early Imm	28	0	0	3.6	28.6	39.3	17.9	7.1	3.6
	Middle Imm	1	0	0	0	100.0	0	0	0	0
	Late Imm	6	0	0	33.3	33.3	16.7	16.7	0	0
	SCHOOL	35	0	0	8.6	31.4	34.3	17.1	5.7	2.9
Tantramar High	Core	7	0	28.6	57.1	14.3	0	0	0	0
	Early Imm	28	0	0	0	39.3	53.6	7.1	0	0
	Late Imm	7	0	0	0	0	71.4	28.6	0	0
	SCHOOL	42	0	4.8	9.5	28.6	47.6	9.5	0	0
District 02		**281**	**1.1**	**1.4**	**9.6**	**27.4**	**35.9**	**20.3**	**3.9**	**.4**
Belleisle Regional High	Late Imm	19	0	0	0	68.4	21.1	10.5	0	0
	SCHOOL	19	0	0	0	68.4	21.1	10.5	0	0
Hampton High	Core	2	0	0	100.0	0	0	0	0	0
	Early	13	0	0	0	7.7	30.8	61.5	0	0
	Late Imm	64	0	0	1.6	65.6	23.4	9.4	0	0
	SCHOOL	79	0	0	3.8	54.4	24.1	17.7	0	0
Kennebecasis Valley High	Core	3	0	33.3	33.3	0	33.3	0	0	0
	Early Imm	16	0	0	0	6.3	43.8	50.0	0	0
	Late Imm	64	0	0	4.7	39.1	37.5	18.8	0	0
	SCHOOL	83	0	1.2	4.8	31.3	38.6	24.1	0	0
Rothesay High	Core	11	27.3	36.4	0	36.4	0	0	0	0
	Early Imm	16	0	0	0	6.3	56.3	37.5	0	0
	Late Imm	19	0	0	0	63.2	26.3	10.5	0	0
	SCHOOL	46	6.5	8.7	0	37.0	30.4	17.4	0	0
Sussex Regional High	Core	12	0	16.7	66.7	16.7	0	0	0	0
	Early Imm	29	0	0	0	3.4	69.0	27.6	0	0
	Middle Imm	1	0	0	0	0	100.0	0	0	0
	Late Imm	32	0	0	0	50.0	46.9	3.1	0	0
	SCHOOL	74	0	2.7	10.8	25.7	48.6	12.2	0	0
District 06		**301**	**1.0**	**2.3**	**5.0**	**39.2**	**34.9**	**17.6**	**0**	**0**

Grade 12 FSL 2004-2005

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Harbour View High	Core	20	5.0	35.0	30.0	25.0	5.0	0	0	0
	Middle Imm	1	0	0	0	100.0	0	0	0	0
	Late Imm	42	0	0	2.4	47.6	28.6	16.7	4.8	0
	SCHOOL	63	1.6	11.1	11.1	41.3	20.6	11.1	3.2	0
Saint John High	Core	37	0	13.5	29.7	45.9	10.8	0	0	0
	Early Imm	21	0	0	0	28.6	38.1	28.6	4.8	0
	Middle Imm	1	0	0	0	0	0	100.0	0	0
	Late Imm	37	0	0	2.7	37.8	45.9	10.8	2.7	0
	SCHOOL	96	0	5.2	12.5	38.5	30.2	11.5	2.1	0
Simonds High	Core	10	10.0	30.0	50.0	10.0	0	0	0	0
	Middle Imm	1	0	0	0	0	100.0	0	0	0
	Late Imm	31	0	0	16.1	48.4	32.3	3.2	0	0
	SCHOOL	42	2.4	7.1	23.8	38.1	26.2	2.4	0	0
St. Malachy's High	Core	6	0	0	33.3	50.0	16.7	0	0	0
	Early Imm	7	0	0	0	14.3	57.1	28.6	0	0
	Late Imm	40	0	0	0	30.0	55.0	15.0	0	0
	SCHOOL	53	0	0	3.8	30.2	50.9	15.1	0	0
District 08		**254**	**.8**	**5.9**	**12.2**	**37.4**	**31.5**	**10.6**	**1.6**	**0**
Fundy High	Late	17	0	0	5.9	70.6	23.5	0	0	0
	SCHOOL	17	0	0	5.9	70.6	23.5	0	0	0
Sir James Dunn Academy	Core	9	11.1	0	44.4	33.3	11.1	0	0	0
	SCHOOL	9	11.1	0	44.4	33.3	11.1	0	0	0
St. Stephen High	Early Imm	1	0	0	0	0	0	100.0	0	0
	Middle Imm	1	0	0	0	0	0	100.0	0	0
	Late Imm	36	0	0	0	52.8	36.1	11.1	0	0
	SCHOOL	38	0	0	0	50.0	34.2	15.8	0	0
District 10		**64**	**1.6**	**0**	**7.8**	**53.1**	**28.1**	**9.4**	**0**	**0**

Grade 12 FSL 2004-2005

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Carleton North Senior High	Core	2	0	0	50.0	50.0	0	0	0	0
	Late Imm	11	0	0	0	27.3	54.5	18.2	0	0
	SCHOOL	13	0	0	7.7	30.8	46.2	15.4	0	0
Hartland High	Core	6	0	0	33.3	33.3	16.7	16.7	0	0
	Late Imm	2	0	0	0	100	0	0	0	0
	SCHOOL	8	0	0	25.0	50.0	12.5	12.5	0	0
John Caldwell School	Early Imm	16	0	0	0	0	56.3	31.3	12.5	0
	SCHOOL	16	0	0	0	0	56.3	31.3	12.5	0
Nackawic Senior High	Late Imm	13	0	0	0	46.2	46.2	7.7	0	0
	SCHOOL	13	0	0	0	46.2	46.2	7.7	0	0
Southern Victoria High	Late Imm	18	0	0	0	66.7	33.3	0	0	0
	SCHOOL	18	0	0	0	66.7	33.3	0	0	0
Tobique Valley High	Core	16	6.3	31.3	25.0	25.0	12.5	0	0	0
	SCHOOL	16	6.3	31.3	25.0	25.0	12.5	0	0	0
Woodstock High	Late	19	0	0	0	36.8	52.6	10.5	0	0
	SCHOOL	19	0	0	0	36.8	52.6	10.5	0	0
District 14		**103**	**1.0**	**4.9**	**6.8**	**35.9**	**38.8**	**10.7**	**1.9**	**0**
Bathurst High	Core	11	0	9.1	36.4	45.5	0	9.1	0	0
	Early Imm	33	0	0	0	3.0	66.7	30.3	0	0
	Late Imm	9	0	0	0	55.6	22.2	11.1	11.1	0
	SCHOOL	53	0	1.9	7.5	20.8	45.3	22.6	1.9	0
Dalhousie Regional	Core	3	0	33.3	0	66.7	0	0	0	0
	Early Imm	7	0	0	0	0	28.6	71.4	0	0
	Late Imm	6	0	0	0	0	50.0	50.0	0	0
	SCHOOL	16	0	6.3	0	12.5	31.3	50.0	0	0
Sugarloaf High	Core	3	33.3	0	33.3	33.3	0	0	0	0
	Early Imm	22	0	0	0	31.8	50.0	18.2	0	0
	SCHOOL	25	4.0	0	4.0	32.0	44.0	16.0	0	0
District 15		**94**	**1.1**	**2.1**	**5.3**	**22.3**	**42.6**	**25.5**	**1.1**	**0**

Grade 12 FSL 2004-2005

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Bonar Law Memorial	Late	17	0	0	0	5.9	29.4	58.8	5.9	0
	SCHOOL	17	0	0	0	5.9	29.4	58.8	5.9	0
James M. Hill Memorial	Early Imm	8	0	0	0	0	50.0	50.0	0	0
	Late Imm	4	0	0	0	25.0	50.0	25.0	0	0
	SCHOOL	12	0	0	0	8.3	50.0	41.7	0	0
Miramichi Valley High	Core	13	7.7	7.7	30.8	46.2	7.7	0	0	0
	Early Imm	25	0	0	4.0	16.0	56.0	20.0	0	4.0
	Late Imm	10	0	0	0	80.0	10.0	10.0	0	0
	SCHOOL	48	2.1	2.1	10.4	37.5	33.3	12.5	0	2.1
District 16		**77**	**1.3**	**1.3**	**6.5**	**26.0**	**35.1**	**27.3**	**1.3**	**1.3**
Chipman Forest Ave.	Core	17	0	11.8	58.8	29.4	0	0	0	0
	SCHOOL	17	0	11.8	58.8	29.4	0	0	0	0
Minto Memorial High	Early Imm	8	0	0	0	0	87.5	12.5	0	0
	SCHOOL	8	0	0	0	0	87.5	12.5	0	0
Oromocto High	Core	22	0	27.3	50.0	18.2	0	0	4.5	0
	Early Imm	2	0	0	0	0	100.0	0	0	0
	Late Imm	33	0	0	3.0	45.5	48.5	3.0	0	0
	SCHOOL	57	0	10.5	21.1	33.3	31.6	1.8	1.8	0
District 17		**82**	**0**	**9.8**	**26.8**	**29.3**	**30.5**	**2.4**	**1.2**	**0**

Grade 12 FSL 2004-2005

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Doaktown Consolidated	Core	1	0	0	0	100.0	0	0	0	0
	SCHOOL	1	0	0	0	100.0	0	0	0	0
Fredericton High	Core	15	0	20.0	60.0	20.0	0	0	0	0
	Early Imm	5	0	0	0	20.0	20.0	60.0	0	0
	Middle Imm	50	0	0	0	14.0	70.0	16.0	0	0
	Late Imm	3	0	0	0	66.7	33.3	0	0	0
	SCHOOL	73	0	4.1	12.3	17.8	50.7	15.1	0	0
Harvey High	Late Imm	12	0	0	0	58.3	25.0	8.3	8.3	0
	SCHOOL	12	0	0	0	58.3	25.0	8.3	8.3	0
Leo Hayes High	Core	9	0	22.2	55.6	11.1	11.1	0	0	0
	Early Imm	2	0	0	0	0	50.0	50.0	0	0
	Middle Imm	56	0	0	0	17.9	53.6	28.6	0	0
	Late Imm	15	0	0	6.7	60.0	26.7	6.7	0	0
	SCHOOL	82	0	2.4	7.3	24.4	43.9	22.0	0	0
McAdam High	Core	1	0	0	100.0	0	0	0	0	0
	SCHOOL	1	0	0	100.0	0	0	0	0	0
Stanley Regional High	Core	5	20.0	80.0	0	0	0	0	0	0
	SCHOOL	5	20.0	80.0	0	0	0	0	0	0
District 18		**174**	**.6**	**5.2**	**9.2**	**23.6**	**43.7**	**17.2**	**.6**	**0**
Province		**1430**	**.9**	**3.6**	**9.3**	**32.7**	**35.8**	**16.2**	**1.5**	**.1**

Percentage of Grade 12 Core Students Achieving
the Program Goal of **Intermediate** or Above

District Number	District Office	Number of Students Assessed		Percent Obtaining Goal or Above	
		'04-'05	**'03-'04**	**'04-'05**	**'03-'04**
02	Moncton	30	38	43%	21%
06	Rothesay	28	19	25%	16%
08	Saint John	73	57	44%	35%
10	St. Stephen	9	5	44%	40%
14	Woodstock	24	39	46%	15%
15	Dalhousie	17	7	53%	57%
16	Miramichi	13	14	54%	21%
17	Oromocto	39	21	26%	14%
18	Fredericton	31	39	19%	18%
		264 (Provincial Total)	239	38% (Provincial Average)	23%

Percentage of Late Immersion Students Achieving
the Program Goal of **Intermediate Plus** or Above

District Number	District Office	Number of Students Assessed		Percent Obtaining Goal or Above	
		'04-'05	**'03-'04**	**'04-'05**	**'03-'04**
02	Moncton	44	57	55%	30%
06	Rothesay	198	205	43%	41%
08	Saint John	150	145	55%	54%
10	St. Stephen	53	36	40%	64%
14	Woodstock	63	69	52%	41%
15	Dalhousie	15	16	67%	50%
16	Miramichi	31	38	68%	63%
17	Oromocto	33	27	52%	37%
18	Fredericton	30	25	37%	56%
		617 (Provincial Total)	618	49% (Provincial Average)	46%

Percentage of Early Immersion Students Achieving
the Program Goal of **Advanced** or Above

District Number	District Office	Number of Students Assessed		Percent Obtaining Goal or Above	
		'04-'05	**'03-'04**	**'04-'05**	**'03-'04**
02	Moncton	160	176	34%	26%
06	Rothesay	74	69	41%	36%
08	Saint John	28	44	32%	30%
10	St. Stephen	1	1	100%	100%
14	Woodstock	16	20	44%	40%
15	Dalhousie	62	76	31%	38%
16	Miramichi	33	23	30%	61%
17	Oromocto	10	12	10%	8%
18	Fredericton	7	11	57%	36%
		391 (Provincial Total)	432	35% (Provincial Average)	32%

English as a Second Language for High School Students in China

Students at the Concord Colleges of Sino-Canada in Beijing and Shenzhen, China follow a combination of New Brunswick and Chinese curricula. Students are eligible to earn a New Brunswick high school diploma provided they obtain their Chinese diploma and demonstrate an acceptable level of performance on a compulsory assessment of English as a second language. The overall success rate for students at the Beijing and Shenzhen schools for the 2004-2005 school year was 78.3%.

Appendix A

TECHNICAL ISSUES

I Confidence in Assessment Results
II Participation Rates

Confidence in Assessment Results

In evaluating the technical quality of an assessment, measurement specialists employ two key concepts: validity and reliability. Validity is a function of both human judgement and statistical analysis; reliability is determined entirely through statistical analysis. These two technical properties reflect an assessment's quality and are useful in determining the degree of confidence that can be placed in test scores.

Validity is the extent to which an assessment measures what it is supposed to measure and more importantly, the extent to which inferences and actions made on the basis of test scores are appropriate and accurate. For example, if a student performs well on a reading test, how confident are we that the same student is a good reader? To ensure validity, test writers initially follow carefully designed guidelines in order to link assessments to the intended curriculum and/or intended learning outcomes. Next, the potential assessment questions are carefully screened for balance and fairness by classroom teachers and other educators. Field tests provide evidence of question difficulty and discrimination, and in combination with the other steps, ensures provincial assessments will provide accurate estimates of students' performance on what they are expected to learn or do.

Reliability, in terms of educational testing, is concerned with the differences between **test scores** and **true scores** which represent the actual level of achievement or performance of the students. Because all measurement is subject to error, the true score of an individual can never be known; therefore, the test score must be used as an approximation. Reliability may be thought of as a matter of estimating how closely test scores approximate the true scores. An assessment cannot be valid if it is not reliable.

Reliability is usually expressed statistically as a coefficient where values can lie between 0.00 and 1.00. Although there is no absolute standard for acceptable reliability, values in the .70 to .80 range are considered desirable by assessment specialists. The reliability coefficients on the next page strongly suggest that provincial assessments accurately measure expected learning outcomes.

Reliability Coefficients for 2004-2005

Provincial Literacy Assessment at Grade 2 - June 2005

English Reading: 0.9177
Immersion Reading: 0.8271

Provincial Mathematics Assessment at Grade 5 - June 2005

0.9347

Middle Level Mathematics Assessment - June 2005

0.9556

Participation Rates
Provincial Assessment at Grade 2

SCHOOL	No. of Students Eligible	Percent of Students Writing
DORCHESTER CONS	8	100
PORT ELGIN REG	25	100
SALEM ELEM	75	97
BEAVERBROOK	19	95
BESSBOROUGH	61	100
BIRCHMOUNT	53	96
FOREST GLEN	73	99
GUNNINGSVILLE	47	100
HILLCREST	16	87
LOWER COVERDALE	6	100
MAGNETIC HILL	43	98
MOUNTAIN VIEW	13	100
QUEEN ELIZABETH	45	93
FRANK L. BOWSER	57	98
WEST RIVERVIEW	64	94
SHEDIAC CAPE	29	100
UPLANDS	13	100
CLAUDE D. TAYLOR	78	100
ARNOLD H. MCLEOD	60	97
EDITH CAVELL	24	100
LOU MACNARIN	57	98
EVERGREEN PARK	105	95
HAVELOCK	24	100
PETITCODIAC REG	34	100
SALISBURY ELEM	68	97
HILLSBOROUGH ELEM	41	98
RIVERSIDE CONS	6	100
DISTRICT 02	**1144**	**98**
APOHAQUI	21	100
NORTON ELEM	21	90
SUSSEX ELEM	79	94
SUSSEX CORNER ELEM	55	100
MACDONALD CONS	26	96
ROTHESAY ELEM	75	99
FAIRVALE ELEM	103	99
KENNEBECASIS PARK	26	100
QUISPAMSIS ELEM	67	97
BELLEISLE ELEM	34	100
HAMPTON ELEM	30	97
DR. A T LEATHERBARROW	52	100
LAKEFIELD ELEM	82	96
HAMMOND RIVER VALLEY	24	100
DISTRICT 06	**695**	**98**
BAYVIEW	33	91
CENTENNIAL	45	93
CHAMPLAIN HEIGHTS	53	94
FOREST HILLS	80	92
GLEN FALLS	39	92
GRANDVIEW AVENUE	18	89
HAVELOCK	39	100

Participation Rates
Provincial Assessment at Grade 2

SCHOOL	No. of Students Eligible	Percent of Students Writing
HAZEN-WHITE-ST. FRANCIS	22	91
HOLY TRINITY	11	91
MORNA HEIGHTS	25	96
LAKEWOOD HEIGHTS	46	98
LOCH LOMOND	72	100
PRINCE CHARLES	23	96
PRINCESS ELIZABETH	23	91
SEAWOOD	19	95
ST. MARTINS	23	91
ST. PATRICK'S	35	94
ST. ROSE	58	95
M. GERALD TEED MEM	47	98
WESTFIELD	47	94
MILLIDGEVILLE NORTH	57	98
ST. JOHN THE BAPTIST	30	100
GRAND BAY PRIMARY	41	98
ISLAND VIEW	48	100
BROWN'S FLAT	6	100
FUNDY SHORES	13	92
DISTRICT 08	**953**	**95**
BACK BAY ELEM	11	100
BLACKS HARBOUR	26	88
DEER ISLAND	11	91
PENNFIELD ELEM	19	84
ST. GEORGE ELEM	44	89
GRAND MANAN	31	100
WHITE HEAD	4	100
CAMPOBELLO ISLAND	16	100
LAWRENCE STATION	8	75
VINCENT MASSEY	24	92
ST. STEPHEN ELEM	105	92
MILLTOWN	35	86
DISTRICT 10	**334**	**91**
NACKAWIC ELEM	44	98
CANTERBURY	16	100
KESWICK VALLEY	19	95
MILLVILLE ELEM	9	100
WOODSTOCK CENTENNIAL	74	99
SOUTHERN CARLETON	68	100
CENTRAL CARLETON	44	100
DEBEC ELEM	13	100
BATH ELEM	34	97
BRISTOL ELEM	16	94
CENTREVILLE COMM	22	100
FLORENCEVILLE MIDDLE	20	100
FLORENCEVILLE ELEM	39	100
JUNIPER ELEM	4	100
NEW DENMARK	2	100
ANDOVER ELEM	75	100

Participation Rates
Provincial Assessment at Grade 2

SCHOOL	No. of Students Eligible	Percent of Students Writing
AROOSTOOK ELEM	9	100
DONALD FRASER MEM	42	98
JOHN CALDWELL	36	97
SAINT MARY'S ACAD	8	100
DISTRICT 14	**594**	**99**
JACQUET RIVER	38	84
L.E. REINSBOROUGH	36	94
LORD BEAVERBROOK	59	97
TIDE HEAD	10	100
CORONATION PARK	23	96
SOUTH BATHURST	28	100
MARY GOSNELL	23	96
BELLEDUNE	3	100
JANEVILLE	14	100
PARKWOOD	50	94
DISTRICT 15	**284**	**95**
TABUSINTAC	11	100
HARKINS ELEM	43	95
MILLERTON ELEM & JR	16	94
BLACKVILLE	38	100
CROFT ELEM	50	100
GRETNA GREEN	32	97
NORTH & SOUTH ESK EL	35	94
IAN BAILLIE PRIMARY	42	100
MIRAMICHI RURAL	12	100
NAPAN ELEM	12	92
NELSON RURAL	36	97
ST. ANDREWS ELEM	33	100
HARCOURT	4	75
REXTON ELEM	64	100
DISTRICT 16	**428**	**98**
CHIPMAN ELEM	21	100
COLES ISLAND	5	100
MINTO ELEM-MIDDLE	45	100
CAMBRIDGE-NARROWS	9	100
BURTON ELEM	8	100
GEARY ELEM	33	91
LOWER LINCOLN	34	100
SUNBURY WEST	40	100
ASSINIBOINE AVE	55	96
GESNER STREET	53	98
HUBBARD AVENUE	29	97
SUMMERHILL ST	45	98
GAGETOWN	15	93
DISTRICT 17	**392**	**98**
DOAKTOWN PRIMARY	21	100
UPPER MIRAMICHI ELEM	26	96
STANLEY ELEM	24	100
BARKERS POINT	59	100
CONNAUGHT ST	45	100

Participation Rates
Provincial Assessment at Grade 2

SCHOOL	No. of Students Eligible	Percent of Students Writing
DOUGLAS	12	100
GARDEN CREEK	59	98
KESWICK RIDGE	18	100
KINGSCLEAR CONS	12	92
NASHWAAK VALLEY	21	76
NASHWAAKSIS MEM	28	100
MCADAM AVE	28	100
PARK STREET	77	97
PRIESTMAN ST	71	100
SOUTH DEVON	34	88
ALEXANDER GIBSON	66	100
MONTGOMERY ST	30	100
LIVERPOOL ST	64	97
ROYAL ROAD	47	98
NEW MARYLAND ELEM	90	98
HARVEY ELEM	35	97
MCADAM ELEM	15	87
DISTRICT 18	**882**	**98**
PROVINCE	**5706**	**97**

Participation Rates
Provincial Assessment at Grade 5

SCHOOL	No. of Students Eligible	Percent of Students Writing
Dorchester Cons	10	90
Marshview Middle	86	94
Port Elgin Reg	18	94
Beaverbrook	34	94
Bessborough	63	95
Birchmount	74	91
Gunningsville	50	100
Hillcrest	36	89
Lower Coverdale	11	100
Magnetic Hill	48	94
Mountain View	4	100
Queen Elizabeth	41	93
Frank L. Bowser	59	93
West Riverview	67	94
Shediac Cape	37	97
Sunny Brae Middle	65	95
Claude D. Taylor	72	100
Lewisville Middle	79	99
Edith Cavell	30	97
Lou MacNarin	58	100
Evergreen Park	93	97
Havelock	29	93
Petitcodiac Reg	42	95
JMA Armstrong/Salisb	98	96
Hillsborough Elem	42	98
Riverside Cons	16	88
DISTRICT 02	**1262**	**95**
Apohaqui	20	95
Norton Elem	18	89
Sussex Elem	96	99
Sussex Corner Elem	78	96
Macdonald Cons	33	100
Rothesay Elem	93	98
Fairvale Elem	115	96
Kennebecasis Park	37	92
Quispamsis Elem	74	99
Belleisle Elem	41	93
Hampton Elem	106	92
Lakefield Elem	75	97
Hammond River Valley	32	91
DISTRICT 06	**818**	**96**
Bayview	35	94
Centennial	52	94
Champlain Heights	55	91
Forest Hills	90	90
Glen Falls	20	90
Inglewood	47	89
Grandview Avenue	20	75
Havelock	34	100

Participation Rates
Provincial Assessment at Grade 5

SCHOOL	No. of Students Eligible	Percent of Students Writing
Hazen-White-St. Francis	22	68
Holy Trinity	17	88
Morna Heights	29	100
Lakewood Heights	43	98
Loch Lomond	78	99
Prince Charles	30	93
Princess Elizabeth	21	90
Seawood	19	95
St. Martins	16	100
St. Patrick's	46	89
St. Rose	63	98
M. Gerald Teed Mem	36	92
Westfield	49	100
Millidgeville North	54	98
St. John the Baptist	22	91
Island View	69	94
Brown's Flat	11	100
Fundy Shores	13	100
DISTRICT 08	**991**	**94**
Back Bay	11	100
Blacks Harbour	36	89
Deer Island	11	100
St. George Elem	61	100
Grand Manan	34	94
White Head	4	100
Campobello Island	21	95
Lawrence Station	12	75
Vincent Massey	28	100
St. Stephen Elem	101	91
Milltown	33	97
DISTRICT 10	**352**	**94**
Nackawic Elem	47	100
Canterbury	19	100
Keswick Valley	20	95
Millville	16	100
Woodstock Centennial	66	98
Southern Carleton	69	96
Central Carleton	45	98
Debec Elem	22	100
Bath Middle	32	97
Bristol Elem	23	100
Centreville Comm	32	100
Florenceville Middle	7	100
Florenceville Elem	49	96
Juniper Elem	6	100
New Denmark	2	100
Andover Elem	63	100
Aroostook Elem	10	100

Participation Rates
Provincial Assessment at Grade 5

SCHOOL	No. of Students Eligible	Percent of Students Writing
Donald Fraser Mem	37	100
John Caldwell	41	100
Saint Mary's Acad	17	88
DISTRICT 14	**623**	**98**
Jacquet River	19	89
L.E. Reinsborough	51	96
Campbellton Middle	68	96
Tide Head	9	100
Coronation Park	34	100
South Bathurst	41	100
Belledune	6	100
Janeville	12	92
Parkwood	46	100
DISTRICT 15	**286**	**97**
Tabusintac Rural	13	100
Harkins Elem	32	97
Millerton Elem/Jr	14	93
Blackville	48	98
Croft	49	98
Gretna Green	35	97
North & South Esk El	49	100
Miramichi Rural	9	100
Napan Elem	11	91
Nelson Rural	32	97
St. Andrews Elem	76	100
Harcourt	6	100
Rexton Elem	61	100
DISTRICT 16	**435**	**98**
Chipman Elem	33	79
Coles Island	6	83
Minto Elem-Middle	48	96
Cambridge-Narrows	18	94
Geary Elem	23	87
Lower Lincoln Elem	30	90
Sunbury West	45	96
Assiniboine Ave	46	98
Gesner Street	65	97
Hubbard Avenue	32	91
Summerhill Street	76	100
Gagetown	11	91
DISTRICT 17	**433**	**94**
Doaktown Cons	20	90
Upper Miramichi Elem	32	100
Stanley Elem	30	97
Barkers Point	71	97
Connaught Street	47	96
Douglas	10	100
Garden Creek	51	98

Participation Rates
Provincial Assessment at Grade 5

SCHOOL	No. of Students Eligible	Percent of Students Writing
Keswick Ridge	28	93
Kingsclear Cons	26	88
Nashwaak Valley	18	89
Nashwaaksis Mem	35	100
McAdam Avenue	26	92
Park Street	80	99
Priestman Street	73	96
South Devon	43	84
Alexander Gibson	78	97
Montgomery St	26	96
Liverpool Street	68	97
Royal Road	52	98
New Maryland	102	100
Harvey Elem	31	87
McAdam Elem	22	91
DISTRICT 18	**969**	**96**
PROVINCE	**6169**	**96**

Participation Rates
Middle Level Mathematics Assessment

SCHOOL	No. of Students Eligible	Percent of Students Writing
Beaverbrook	33	91
Bessborough	66	97
Birchmount	43	100
Caledonia Reg	59	100
Dorchester Cons	15	80
Edith Cavell	23	100
Evergreen Park	102	94
Havelock	16	100
Hillcrest	31	87
JMA Armstrong/Salisb	87	97
Lewisville Middle	104	97
Lou MacNarin	49	96
Magnetic Hill	59	97
Marshview Middle	112	98
Petitcodiac Reg	53	100
Port Elgin Reg	25	100
Queen Elizabeth	81	90
Riverside Cons	10	90
Riverview Middle	263	100
Shediac Cape	28	100
Sunny Brae Middle	66	97
District 02	**1325**	**97**
Belleisle Reg	41	98
Hampton Middle	140	98
Harry Miller Middle	107	99
Macdonald Cons	41	95
Quispamsis Middle	187	98
Rothesay Park	109	96
Sussex Middle	190	97
District 06	**815**	**98**
Barnhill Mem	154	96
Bayside Middle	160	96
Beaconsfield Middle	67	96
Forest Hills	65	95
Fundy Shores	13	100
Hazen-White-St. Fran	15	87
Lorne Middle	85	88
Millidgeville North	86	100
Prince Charles	28	89
Princess Elizabeth	72	96
River Valley Middle	150	92
Simonds Middle	107	85
St. John the Baptist	29	69
St. Martins	19	95
District 08	**1050**	**93**
Campobello Island	15	100
Deer Island	12	92
Fundy	96	91
Grand Manan	33	100
Sir James Dunn	26	100
St. Stephen Middle	154	95
District 10	**336**	**95**

Participation Rates
Middle Level Mathematics Assessment

School	No. of Students Eligible	Percent of Students Writing
Bath Middle	18	100
Canterbury	11	100
Centreville Comm	29	100
Florenceville Middle	85	95
Hartland	54	94
John Caldwell	59	92
Keswick Valley	25	100
Nackawic Middle	58	98
Perth-Andover Middle	85	99
Saint Mary's Acad	19	100
Tobique Valley	52	98
Woodstock Middle	161	95
District 14	**656**	**96**
Belledune	2	100
Campbellton Middle	82	94
Dalhousie Middle	47	100
Jacquet River	33	97
Superior Middle	161	97
District 15	**325**	**97**
Blackville	43	100
Dr. Losier Middle	130	97
Eleanor W. Graham	87	100
Harkins Middle	151	96
Millerton Elem & Jr	14	86
Miramichi Rural	11	100
Nelson Rural	31	94
North & South Esk	44	100
Tabusintac	15	100
District 16	**526**	**97**
Cambridge-Narrows	17	88
Chipman Forest Ave	39	100
Coles Island	8	88
Gagetown	15	87
Harold Peterson	136	96
Minto Elem-Middle	61	100
Ridgeview	126	90
Sunbury West	35	91
District 17	**437**	**94**
Albert Street	206	97
Devon Middle	123	91
Doaktown Cons	14	93
George Street	212	99
Harvey High	44	80
Keswick Ridge	24	83
McAdam High	24	96
Nashwaaksis Middle	245	96
Stanley Reg	31	94
Upper Miramichi Reg	27	96
District 18	**950**	**95**
Province	**6420**	**96**

Appendix B

PERFORMANCE STANDARDS / SCORING RUBRICS

and

NEW BRUNSWICK ORAL PROFICIENCY SCALE

Reading Performance Standards – End of Grade Two

Appropriate Performance

Text Features
Students read independently and understand a variety of texts that include

- both fiction and information
- long stretches of simple, straightforward text; most information is gained from the words, illustrations support and extend the text
- print with clear spaces between words and lines

Fiction

- stories that have multiple events related to a single plot
- stories in which the plot is generally predictable -- an easily recognized beginning, middle and end
- stories in which characters behave in predictable ways, allowing simple inferences to be made about their actions and feelings
- chapter books, in which the chapters tend to be relatively short.

Information Texts

- information texts that may contain subheadings which aid in comprehension
- information texts in which additional information is conveyed through pictures, captions, and basic charts/diagrams
- information texts in which ideas are explicit; usually written in short paragraphs with a clear topic sentence

Strategies
Students

- monitor their reading and self-correct when reading does not make sense, sound right and look right
- combine context clues, word/language structure, and phonics to decode unknown and unfamiliar words
- recognize an increasing variety of sight words
- read passage smoothly and in phrases with expression (fluency); hesitation may occur with unfamiliar words.

Comprehension and Responses
Students

- demonstrate an overall understanding of characters, main events, ideas and feelings
- can generally identify main idea of a text
- respond accurately to most literal questions or comprehension tasks that are text specific, including vocabulary-related questions
- retell main events in the correct sequence
- make simple inferences about a character's feelings as well as story events, giving some supporting detail in their answers or explanations
- use key facts from information texts to make basic predictions or interpretations
- begin to apply information gained from text to new situations
- make obvious connections between text and prior knowledge and personal experience
- express and begin to support preferences for, and opinions about texts

Strong Performance

Text Features
Students read independently and understand a variety of texts that include

- both fiction and information with a greater range of genres
- long stretches of text with increasing amounts of text per page; more print than illustrations
- more complex language structures including some figurative language and sophisticated vocabulary
- smaller print with narrower word spacing
- greater variety of tenses

Fiction

- stories that have multiple events and more complex plots
- stories that are more involved and include subtleties in plot and characters' actions
- stories in which character development is a greater focus
- chapter books with longer chapters that require sustained reading over a period of time

Information Texts

- information texts that contain subheadings, illustrations, charts and detailed diagrams to aid in comprehension
- information texts in which more sophisticated and subject-specific vocabulary is introduced
- information texts in which ideas are explored in greater depth and with more details

Strategies
Students

- monitor their reading and self-correct efficiently when reading does not make sense, sound right and look right
- automatically combine context clues, word/language structure, and phonics to decode unknown and unfamiliar words
- recognize a wide range of sight words
- read fluently with appropriate intonation and/or expression; occasional hesitation may occur.

Comprehension and Responses
Students

- demonstrate a thorough understanding of characters, main events, ideas and feelings
- identify main idea of a text
- respond accurately to almost all literal questions or comprehension tasks that are text specific, including vocabulary-related questions
- can provide a detailed, accurate retelling
- make more sophisticated inferences about a character's feelings as well as story events, providing relevant details in their answers or explanations
- use facts and supporting details from information texts to make predictions and interpretations
- apply information gained from text to new situations
- make connections between text and prior knowledge and personal experience
- express and support preferences for, and opinions about texts

Students who demonstrate appropriate performance read texts at level K or slightly higher (L, M).
Students who demonstrate strong performance read texts at level M or above.

Les normes de performance pour la compréhension écrite (lecture) – fin de la 2e année

Performance appropriée

Caractéristiques du texte et de l'imprimé

L'élève sera capable de lire et de comprendre une gamme de textes

- formulés simplement sous forme narrative ou informative
- ayant des structures prévisibles, répétitives et familières
- ayant des illustrations et des photographies qui appuient le texte
- ayant une typographie (choix, grosseur et espacement des caractères) adaptée au niveau de lecture

Fiction (Texte narratif)

- histoires ayant plusieurs événements
- histoires ayant une situation de départ, un développement et une fin
- histoires qui permettent à l'élève d'établir facilement un lien entre les personnages et son expérience

Non-fiction (Texte informatif)

- texte informatif qui contient des titres et des sous-titres qui aident à la compréhension
- texte informatif qui présente parfois de l'information supplémentaire à l'aide d'appuis visuels (illustrations, étiquettes, tableaux, diagrammes, etc.)
- texte composé de phrases courtes et simples qui présentent clairement l'information

Stratégies

L'élève

- lit dans le but de comprendre le texte
- prédit ce qui arrivera et lit pour le confirmer
- s'écoute lire, vérifie et corrige ses erreurs
- utilise la relation entre les lettres et sons (grapho-phonétique), le contexte (sémantique) et les conventions de l'écrit (syntaxique) pour décoder des mots difficiles ou moins familiers
- reconnaît les mots fréquemment utilisés et plusieurs mots simples reliés à un thème spécifique
- respecte les pauses que nécessitent les signes de ponctuation
- fait des substitutions acceptables en français

Compréhension

L'élève

- raconte le texte et relève l'information importante dans un ordre chronologique en présentant l'idée principale, les personnages et les événements
- répond correctement aux questions qui exigent un repérage de mots, d'expressions ou de phrases directement relevés du texte
- répond correctement aux questions qui exigent une sélection d'information
- utilise ses connaissances antérieures pour comprendre un texte
- associe un texte à un autre

Performance forte

Caractéristiques du texte et de l'imprimé

L'élève sera capable de lire et de comprendre une gamme de textes

- formulés sous forme narrative ou informative
- ayant plus de phrases et moins d'illustrations par page
- ayant des illustrations et des photographies qui lui offrent l'interprétation
- ayant des structures moins prévisibles, répétitives et familières
- ayant une typographie (choix, grosseur et espacement des caractères) adaptée au niveau de lecture

Fiction (Texte narratif)

- histoires ayant plusieurs événements et une intrigue plus complexe
- histoires ayant une situation de départ, un développement et une fin
- histoires qui permettent à l'élève d'établir un lien entre les personnages et son expérience

Non-fiction (Texte informatif)

- texte informatif qui contient des titres et des sous-titres qui aident à la compréhension
- texte informatif qui présente parfois de l'information supplémentaire à l'aide d'appuis visuels (illustrations, étiquettes, tableaux, diagrammes, etc.)
- texte composé de phrases plus complexes et parfois de paragraphes qui présentent clairement l'information

Stratégies

L'élève

- lit dans le but de comprendre le texte et d'en retirer de l'information
- relit pour confirmer ses prédictions
- s'écoute lire, vérifie et corrige ses erreurs
- utilise la relation entre les lettres et les sons (grapho-phonétique), le contexte (sémantique) et les conventions de l'écrit (syntaxique) pour décoder des mots difficiles ou moins familiers
- reconnaît plusieurs mots simples et plus complexes reliés à un thème spécifique
- respecte les pauses que nécessitent les signes de ponctuation et commence à lire avec aisance

Compréhension

L'élève

- raconte clairement le texte et relève l'information importante dans un ordre chronologique en présentant l'idée principale, les personnages et les événements
- répond correctement aux questions qui exigent un repérage de mots, d'expressions ou de phrases directement relevés du texte
- répond correctement aux questions qui exigent une sélection d'information
- répond correctement aux questions qui exigent une inférence
- utilise dans de nouvelles situations l'information apprise
- compare un texte à un autre

L'élève qui lit un texte du niveau H ou légèrement plus élevé (I) démontre une performance appropriée.
L'élève qui lit un texte du niveau J ou plus démontre une performance forte.

Writing Performance Standards – End of Grade Two

Appropriate Performance

Students

Content

- include ideas or events related to a topic; may wander off topic and include a few unrelated ideas or events
- include some details to make the writing clearer; details or pieces of information may not always be relevant and there may be some gaps in details or information

Organization

- use simple connecting words (e.g., and, then, so) to link ideas
- present ideas/information in a sequence that can be followed

Narrative/imaginative writing

- has a beginning, middle and end; ending may be abrupt
- usually identifies the characters and problem at the beginning of the story, but tends to be brief
- may include dialogue
- may be modeled on stories read, heard or viewed, or based on personal experiences

Information text

- opening introduces the topic; the closing or concluding statement may be omitted or abrupt
- shows some awareness of form (e.g., recount, basic instructions, report)
- includes some details; these usually relate to obvious aspects of the topic (e.g., physical characteristics, basic procedures, simple chronology, quantities)

Word Choice

- may include a few strong word choices; majority of word choices is ordinary with some repetition of words

Sentence Structure

- use mostly simple sentence structure; many sentences are complete
- include a few longer sentences and/or sentences that begin in different ways

Conventions

- use correct end punctuation (e.g., periods, question marks) in many sentences; may attempt exclamation marks
- use capital letters for proper names (e.g., people, days of the week, months, familiar place names), first word in sentences, and pronoun "I", in many cases; may capitalize some words unnecessarily
- spell many high frequency words correctly; attempt to spell longer, more complex words using phonetic approximations
- use many basic pronouns and verbs correctly; may make some errors (e.g., She maked a cake.)

Strong Performance

Students

Content

- include a series of ideas or events related to a topic; maintain focus on the topic
- include relevant details or information to expand on the topic or support the main idea

Organization

- link ideas in a variety of ways, creating some flow to the writing
- present ideas/information in a logical sequence

Narrative/imaginative writing

- has a good beginning, a logical middle and an ending
- identifies the characters and problem within the story
- often includes dialogue
- shows the student takes risks in the creation and expression of ideas

Information text

- opening introduces the topic; the closing or concluding statement is evident (where appropriate to the form)
- uses appropriate forms (e.g., recount, simple instructions, report)
- includes relevant details and expands upon some of these

Word Choice

- include a few strong word choices appropriate to the purpose, with limited repetition of words

Sentence Structure

- include some sentences of different lengths and sentences that begin in different ways
- attempt more complex sentence structures; most sentences are complete

Conventions

- use mostly correct end punctuation (e.g., periods, question marks; attempt exclamation marks; begin to use commas, apostrophes and quotation marks but not always correctly
- use capital letters for proper names (e.g., people, days of the week, months, familiar place names), first word in sentences, and pronoun "I", in most cases; may capitalize a few words unnecessarily
- spell most high frequency words correctly; spell longer, more complex words using phonetic approximations
- use most basic pronouns and verbs correctly; may make a few errors

Voice is not included in the performance standards as a necessary trait for grade two students, but should be nurtured through modeling and positive comments. It will be assessed at grade three and beyond.

Les normes de performance pour l'écriture – fin de la 2e année

Performance appropriée

L'élève

Contenu

- inclut une séquence d'idées et d'évènements reliés au sujet ; peut inclure quelques idées qui ne sont pas reliées ou de l'information inutile
- utilise quelques détails mais pas nécessairement reliés au sujet

Organisation

- peut utiliser quelques mots de liaison simples (p. ex. : et, ou, mais, parce que, aussi, après)
- démontre une séquence qui peut être suivie

Texte narratif et expressif

- a un début, un développement et une fin; la fin peut être abrupte
- identifie les personnages et le conflit au début de l'histoire, mais a tendance d'être bref
- peut inclure du dialogue
- peut être modelé à partir d'une histoire lue, entendue ou visionnée ou peut être basé sur des expériences personnelles

Texte informatif

- l'introduction présente le sujet; la fin peut être omise ou abrupte
- essaie d'utiliser quelques éléments clés de la forme (p. ex. : directives, explications et reportages)
- inclut des détails reliés aux sujets familiers (caractéristiques physiques, séquence, quantité)

Choix de vocabulaire

- utilise du vocabulaire de base
- utilise un langage descriptif simple (couleurs, grosseur, grandeur et émotions), peut être vague et répétitif

Structure de phrase

- utilise des structures de phrases simples; beaucoup des phrases sont complètes
- inclut peu de variété dans la longueur des phrases

Conventions

- utilise souvent le point à la fin de la phrase
- utilise souvent les majuscules pour les noms propres (p. ex. : les noms des personnes, les provinces, les villes et le premier mot de la phrase; peut utiliser la majuscule quand ce n'est pas nécessaire
- peut orthographier quelques mots fréquents; essaie d'écrire des mots plus complexes en utilisant une approximation phonétique
- emploie quelques pronoms correctement; peut faire quelques erreurs (p. ex. : *moi* au lieu de *je*)

Performance appropriée

L'élève

Contenu

- inclut une séquence d'idées et d'évènements reliés au sujet; le sujet est maintenu
- utilise des détails qui ajoutent de l'intérêt

Organisation

- utilise quelques mots de liaison (alors, ensuite, après, puis)
- démontre une séquence logique

Texte narratif et expressif

- a un début, un développement et une fin logique
- identifie les personnages et le conflit dans l'histoire
- inclut souvent du dialogue
- peut démontrer une prise de risques en présentant les idées d'une façon imagée

Texte informatif

- l'introduction présente le sujet; la fin est évidente (quand appropriée pour la forme)
- essaie d'utiliser des éléments clés de la forme (p. ex : directives, explications et reportages)
- inclut des détails pertinents

Choix de vocabulaire

- utilise du vocabulaire de base et peut inclure quelques choix de mots judicieux
- utilise un langage descriptif pour enrichir des idées (va au-delà des mots fréquents)

Structure de phrase

- utilise des structures de phrases simples mais peut se servir de quelques phrases complexes; la plupart des phrases sont complètes
- inclut une variété dans la longueur des phrases
- utilise un début de phrase varié

Conventions

- utilise le point à la fin de la phrase; commence à se servir d'autres formes de ponctuation (p. ex. : la virgule, le point d'exclamation, le point d'interrogation)
- utilise les majuscules pour les noms propres (les noms des personnes, les provinces, les villes) et le premier mot de la phrase.
- peut orthographier la plupart des mots fréquents; essaie d'écrire des mots plus complexes en utilisant une approximation phonétique
- emploie quelques pronoms correctement

New Brunswick French Second Language Proficiency Assessment

The Levels of Proficiency

UNRATEABLE	No functional ability in the language.
NOVICE	Able to satisfy immediate needs using rehearsed phrases. No real autonomy of expression, flexibility, or spontaneity. Can ask questions or make statements with reasonable accuracy but only with memorized phrases. Vocabulary is very limited.
BASIC	Able to create with the language by combining and recombining learned elements. Can satisfy minimum courtesy requirements and maintain very simple face-to-face interaction with native speakers accustomed to dealing with second language learners. Almost every utterance contains fractured syntax and grammatical errors. Vocabulary is adequate to express most elementary needs.
BASIC PLUS	Able to initiate and maintain predictable face-to-face conversations and satisfy limited social demands. Shows some spontaneity in language production, but fluency is very uneven. There is emerging evidence of connected discourse, particularly for simple narration and/or description, but range and control of language structures are limited.
***INTERMEDIATE**	Able to satisfy routine social demands and limited requirements in school/work settings. Can provide information and give explanations with some degree of accuracy, but language is awkward. Can handle most common social situations, including introductions and casual conversations about events in school and community; able to provide autobiographical information in some detail. Can give directions from one place to another; can give accurate instructions in a field of personal expertise. Has a speaking vocabulary sufficient to converse simply, with some paraphrasing. Accent, though often quite faulty, is intelligible. Uses high frequency language structures accurately, but does not have a thorough or confident control of grammar. In certain situations, diction would probably distract a native speaker.
****INTERMEDIATE PLUS**	Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to special fields of competence as well as subjects of current public interest. Normally does not have to grope for words. Often shows a significant degree of fluency and ease in speaking, yet, under pressure, may experience language breakdown. May exhibit good control of language structures, but be limited in overall language production; or, conversely, may demonstrate ample speech production, but have uneven control of structures. Some misunderstandings will still occur.
*****ADVANCED**	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal, and in all informal conversations, on practical, social, and academic or work-related topics. Can describe in detail and narrate accurately. Can discuss abstract topics and ideas as well as events; can support opinions and hypothesize. Accent may be obvious but never interferes with understanding. Control of grammar is good and speech is fluent. Sporadic errors still occur, but they would not distract a native speaker or interfere with communication.
ADVANCED PLUS	Able to speak the language with sufficient structural and lexical accuracy that participation in conversations in all areas poses no problem. Accent may be noticeable and the speaker occasionally exhibits hesitancy which indicates some uncertainty in vocabulary or structure.
SUPERIOR	Able to use the language fluently and accurately on all levels normally pertinent to personal situation (academic, social, work-related). Can understand and participate in any conversation within the range of personal experience with a high degree of fluency and precision of vocabulary. Accent is good, but the speaker would not necessarily be taken for a native speaker.

* Goal for Core Program
** Goal for Late Immersion
*** Goal for Early Immersion